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ABSTRACT

This publication is designed to direct and support instruction in an occupational spin-off area within vocational cosmetology programs in Oklahoma. This instructor guide contains three units: (1) recognizing arm/hand anatomy and disorders/diseases; (2) preparing for a manicure; and (3) preparing for a pedicure. Each instructional unit includes some or all of the basic components of a unit of instruction: (1) performance objectives; (2) suggested activities for the teacher; (3) pretest; (4) information sheets; (5) supplements; (6) activity sheets; (7) assignment sheets; (8) job sheets; (9) practical tests; (10) written tests; and (11) answers to assignment sheets and written tests. Handouts, supplements, transparency masters, and activity sheets may be included in some or all of the units. The materials contain simple graphic symbols keyed to eight basic skills: reading, writing, mathematics, science, oral communication, interpersonal, creative thinking and problem solving, and employability. (NLA)

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Cosmetology Series

Basic Manicurist

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CIMC

Teacher Edition

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

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TI 1257

BASIC MANICURIST

TEACHER EDITION

Developed by the
Curriculum and Instructional Materials Center
for the division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

91-007907

TI 1259

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BASIC MANICURIST

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FOREWORD

This publication is designed to direct and support instruction in an occupational spin-off area within vocational cosmetology programs in the State of Oklahoma. Teachers need quality instructional materials if they are expected to provide instruction for students in specialized service areas within the field of cosmetology. Great care was taken to include competencies that reflect both the applied academics and higher-order thinking.

Nail care services are definitely emerging as a lucrative career option in the cosmetology field. Along with the financial opportunities open to a cosmetologist offering services, the very nature of the operation demands thorough preparation in chemistry and anatomy. Furthermore, higher-order thinking skills are absolutely required. For example, not only is there a myriad of nail care products now available on the market, but new ones are appearing on a daily basis. An individual providing nail care services must be able to analyze the physical composition of nails and crosswalk their knowledge of chemistry to select the appropriate nail care products. And, then, if there is a reaction to a product, a cosmetologist must be able to size up the situation and take appropriate measures immediately.

The competencies have been developed and validated by a committee of teachers and industry representatives in a series of meetings where their respective expertise was put to the test. Appreciation is expressed to the many individuals who contributed their valuable time and experience in the development of this important publication. Teachers will enhance the effectiveness of instruction with the proper use of this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education
Oklahoma Department of Vocational
and Technical Education

PREFACE

Students who pursue careers in cosmetology have amazing growth potential. Opportunities abound for those who take advantage of the fastest growing industry in the nation. Therefore, it is imperative that the Curriculum and Instructional Materials Center design curriculum to meet the changing role of the cosmetology profession.

This publication is one of a series of instructional materials prepared to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of the Cosmetology program. This publication has more information in an accessible form that can be used in the classroom and laboratory. It has more acceptable and relevant material that is meaningful and helpful to the instructor and the student.

The industry representatives who served on the Curriculum Advisory Committee helped keep the curriculum abreast of today's market trends, and they are to be commended for their efforts and input made to this project. We believe that this guide will have a great influence on the cosmetology instructors and students throughout the United States and will promote professionalism in this very worth-while vocation.

Marilyn K. Troupe
Curriculum Development Specialist
Curriculum and Instructional
Materials Center
Oklahoma Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The CIMC would like to extend appreciation to those individuals who played important roles in the development of the Basic Manicurist curriculum. The Basic Manicurist curriculum is one of a seven part Cosmetology series that is under development for instructors. Any project as comprehensive and involved as Cosmetology requires the contributions of a number of people. We are thankful for the tremendous support we received.

Special recognition and gratitude goes to Mrs. Eddie Hayes, the writer, who contributed her time, talent, and technical knowledge in determining the content of the publication. Mrs. Hayes was committed to developing quality materials. She is a Cosmetology Instructor at Kiamichi Area Vocational and Technical School in Atoka. Mrs. Hayes is active in the cosmetology profession and the Vocational and Industrial Clubs of America. We appreciate Eddie's devotion to the development of this project. A Thank-you also goes to the Administrators at Kiamichi AVTS for their cooperation and support during the writing phase of this project.

A Thank-you goes to Mrs. Ann Johnston for the superior editing of the curriculum which insured conformity with CIMC standards of excellence.

A generous thank-you goes to the Industry Advisory Committee members in appreciation for their guidance during the development of this project.

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Without the close cooperation of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education staff, this project would not have provided instructors with the curriculum materials that they have come to expect. Thank-you goes to

Dr. Brenda Stacy
Curriculum Coordinator

Dr. Lynna Ausburn
Development Coordinator

Billie Frazier
Copy Specialist

Barbara Kuehl
Secretary

A Thank-you goes to the Desktop Publishing staff for their dedication in the preparation of the materials.

Others involved in the development process deserve special thanks. Thank-you goes to Bob Davis and the Art Department. Their talent, creativity, professionalism, and the ability to transform ideas into reality is greatly appreciated. Thank-you goes to Rose Primeaux and the Communications Center Staff and Noel Wilcoxson and the Printshop Staff for their support and cooperation during the production process of the curriculum.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Basic Manicurist contains three units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, information sheets, supplements, activity sheets, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written test all of which are included in the instructor edition. The student workbook includes the objective sheets, information sheets, supplements, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructor's are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objective can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages) Instructor's Edition only

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages) Instructor's Edition only

The answers to the pretest are given in this component only to the teacher.

Pretests (yellow pages) Instructor's Edition only

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students bring with them and determine where instruction should be emphasized.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. Cautions are advisories that tell the student how to avoid causing minor personal injury or equipment damage. Warnings are advisories that tell the student to avoid serious personal injury or death to the student persons in the workplace, or users of the project or the procedure.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (yellow pages) Instructor's Edition only

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (yellow pages) Instructor's Edition only

This component provides criterion-references evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, and modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (pink pages) Instructor's Edition only

These components are designed to assist the instructor in evaluation of student performance. They are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. Basic Manicurist has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in Preparing For A Manicure, which is unit II, would look like this:

OBJECTIVE SHEET - Basic Manicurist
II - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, supplements, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit be deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
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BASIC SKILLS IN CIMC MATERIALS

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing national awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The new Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent basic skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators. Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

The issue of the basic skills currently required in the work place was very successfully addressed in a recent national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, *Workplace Basics: The Essential Skills Employers Want*.

The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with this re-definition, and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

It is not a new development for CIMC materials to contain information and activities which develop basic skills competencies in students undertaking vocational programs. What **is** new is the specific marking, or flagging, of items in our instructional materials that address basic skills.

To assist teachers and students in identifying activities which promote basic skills development, CIMC has implemented a marking system which uses simple graphic symbols, or icons. These icons are located in the left margins of Assignment Sheets, Activity Sheets, and Job Sheets. The following is an explanation of the icons and the kinds of basic skill activities they indicate.

1. ***READING SKILLS:*** Skills involving use of print resource material for obtaining and applying information.

Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon as addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect, which promotes engaging actively and purposefully in vocationally relevant enquiry.

2. ***WRITING SKILLS:*** Skills involving written communication of processes, information, or ideas.

Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

3. ***MATHEMATICS SKILLS:*** Skills involving computation, calculation, and interpretation of numerical data.

This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

4. ***SCIENCE SKILLS:*** Skills involving mastery and application of scientific information or theory.

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related applications of science and technology.

5. ***ORAL COMMUNICATION SKILLS:*** Skills involving speaking and listening.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal enquiry.

6. ***INTERPERSONAL OR RELATING SKILLS:*** Skills involving working and getting along with others.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

7. ***CREATIVE THINKING AND PROBLEM SOLVING SKILLS:*** Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

8. ***EMPLOYABILITY SKILLS:*** Skills involving choosing, obtaining, and succeeding in a career.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, and business etiquette, and personal management skills required for job-keeping and maturing in one's work. Examples of the later category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, handling stress, judgement, confidence, etc.

Some activities in CIMC materials develop skills in more than one of the eight basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the identification icon used is the one judged to be the primary, or strongest, element in the activity. For some activities, more than one icon is used, indicating equal strength of basic skills components in the activity.

The use of graphic icons to identify basic skills in CIMC instructional materials is the first in a series of steps designed to foster basic skills development in vocational students and accountability for vocational teachers. The Oklahoma Department of Vocational and Technical Education has developed a staged implementation strategy for integrating basic skills into CIMC materials. Additional basic skill elements in future CIMC publications will reflect the advancement of this staged implementation.

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OBJECTIVE SHEET	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

INTRODUCTION

As a future manicurist, it is very important that you know the structure of the arm and the hand and their functions as they relate to services performed on clients. This will expand the confidence both the manicurist and the client have in services rendered.

UNIT OBJECTIVE

After completing this unit, the student should be able to recognize the anatomy of the arm and hand including muscles, bones, nerves, and nail structure. The student should also be able to identify the disorders and diseases of the nail. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

NONE

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with the anatomy of the nail to their correct definitions.
2. Match terms associated with the disorders and diseases of the hand and nail to their correct definitions.
3. Match terms associated with the muscles of the arm and hand to their correct functions.
4. Match terms associated with the nerves of the arm and hand to their correct functions.
5. Label drawing of bones.
6. Label drawing of muscles.
7. Label drawing of nerves.
8. List the characteristics of a healthy nail.
9. Identify the four basic nail shapes.
10. List steps for analyzing hand, skin, and nails.
11. Analyze case studies of nail disorders. (Assignment Sheet 1)
12. Analyze case studies of nail diseases. (Assignment Sheet 2)

SUGGESTED ACTIVITIES	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

PREPARATION

- Order videotapes, and other media to supplement the unit.
- Order supplies and equipment to supplement the unit.
- Invite guest speakers from the medical profession and a reflexologist to talk about anatomy and the different disorders and diseases of the nails.

DELIVERY

Objective 1

- Have students tap that portion of the nail with a pencil. 3 parts - Nail (plate) Body, Nail root, Free edge
- Identify for students the parts adjoining the nail:
  - Body of nail
  - Back of nail
  - Matrix
- Identify for students the parts surrounding the nail:

  Epo - on top - nychium cuticle on top of lunula

  Hypo - under (Dr. gives a hypo or shot under skin) skin; skin under free edge

  Peri - periscope goes around; cuticle surrounds entire nail.

  Cuticle layer - epidermis or outside layer

  Cuticle of nail - surrounds top of nail

  Cuticle skin - top layer or epidermis

  Cuticle of hair - is top or outside layer

  Nail wall - is like a wall at side of room

  Nail grooves - are tracks nail grows in

  Mantle - fold of skin at top of nail like mantle of the fireplace

Objective 2

- Use Supplements 1, 2, and 3.
- Explain to students that long technical terms are easier to understand if broken into smaller parts.

  EXAMPLE: ONYX is the technical term for nail.

Objective 3

- Have each student place his or her hand on the following muscles:

  Deltoid—shoulder

  Bicep—front of arm

  Tricep—inner and back of arm

  NOTE: These muscles work together to lift and turn the elbow and forearm.

- Demonstrate how pronators and supinators work by placing hand on upper forearm and turning hand in and out and up and down.

  Flexors turn hand up and flex or close fingers.

  Extensors extend or straighten hand and fingers.

  Adductors add or draw fingers together.

  Abductors do the opposite—separate fingers.

Objective 4

- Explain to students the nerves which are involved when their hand gets numb.

Objective 5

- Emphasize the number (3) when teaching, 3 major bones of hand.
- Ask students if they have known someone who broke an arm or hand.

- Demonstrate that the bones are an outline of the arm and hand. Divide students into pairs and have them give sliding manipulation to their partner as they name corresponding bones.

Objective 6

- Emphasize 3 subgroups: upper arm and shoulder, forearm, hand and wrist.

Objective 7

- Have students locate nerves on their arm and hand. Compare their nerve association with the bones of the arm and hand.

Objective 8

- Using characteristics of healthy nails as criteria, have students vote on student with healthiest nails in class.
- Use Supplements 1 and 4.

Objectives 9 and 10

- Have student trace his or her hand on a piece of paper and draw nail shape on each nail to see which nail has the best shape.

APPLICATION

Objectives 11 and 12

- Use Assignment Sheets 1 and 2 to give students practice in recognizing nail disorders and diseases.
- Use Activity Sheet 1 to give students practice in doing analysis. Have students work in pairs. (Walk them through it.)
- Have students invite someone in for a free analysis. They may add a free manicure if they qualify to perform a manicure.
- Use Supplements 2 and 3.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Cosmetology Preparation for Licensing* (video)
- *Trichology and Nail Review* (Filmstrips on video, 6 parts, 81 min.)
- *Skin and Hair Care* (Filmstrips - 4 parts)

  NOTE: These videos and filmstrips are available from Vocational Media Associates, Box 1050, Mount Kisco, New York 10549-005, or call 1-800-431-1242.

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PRETEST ANSWERS	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

EVALUATOR

Use the following answer key to check student answers to pretest questions.

NOTE: To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Questions
1	1
2	2, 3, 4, 5, 6
3	7
4	8
5	9
6	10
7	11
8	12
9	13
10	14

ANSWER KEY

1. b
2. a
3. b
4. c
5. b
6. d
7. d
8. c
9. c
10. b
11. c
12. b
13. a
14. c

Objectives 11 and 12

Refer to answers to Assignment Sheets 1 and 2.

RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES

I

NAME _____ SCORE _____

1. The skin upon which the nail body rests is the
   a. Free edge
   b. Nail bed
   c. Cuticle
   d. Nail groove
2. White spots in the nail are known as
   a. Leukonychia
   b. Agnail
   c. Onychatrophia
   d. Onychophagy
3. Blue nails are usually a sign of
   a. Stomach ailment
   b. Poor blood circulation
   c. Being cold
   d. Lung disorder
4. The common name for tinea is
   a. Felon
   b. Agnail
   c. Ringworm
   d. Brittle nails

5. An infectious and inflammatory condition of the tissues surrounding the nail is known as

   a. Onychoptosis

   b. Paronychia

   c. Onychia

   d. Onychatrophia

6. The medical term for ingrown nails is

   a. Onychorrhexis

   b. Onychophagy

   c. Atrophy

   d. Onychocryptosis

7. The function of the extensor muscles is to

   a. Close the hands and fingers

   b. Separate the fingers

   c. Finger flexors

   d. Straighten the hands and fingers

8. The digital nerves supply the

   a. Upper arm

   b. Forearm

   c. Fingers

   d. Back of hand

9. The wrist bone is called the

   a. Digit

   b. Metacarpus

   c. Carpus

   d. Radius

10. A major muscle of the upper arm and shoulder is

    a. Radial

    b. Biceps

    c. Dorsal

    d. Digit

11. The radial nerve supplies the

    a. Little finger

    b. Palm of the hand

    c. Thumb

    d. Index finger

12. A normal healthy nail will grow an average of

    a. 1/8" a week

    b. 1/8" a month

    c. 1/16" a week

    d. 1/16" a month

13. There are how many basic nail shapes

    a. Four

    b. Three

    c. Five

    d. Two

14. To give your client the most professional manicure possible, you will need to

    a. Take money in advance

    b. Start manicure immediately

    c. Perform analysis first

    d. Choose color of polish

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

OBJECTIVE 11 **Analyze case studies of nail disorders.** SCORE _____

OBJECTIVE 12 **Analyze case studies of nail diseases.** SCORE _____

OBJECTIVE 1

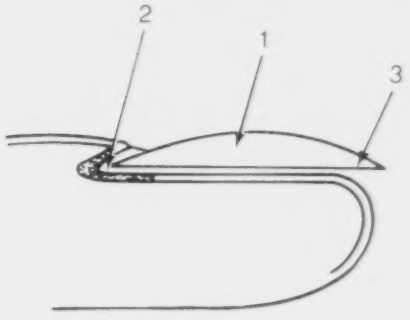
Match terms associated with the anatomy of the nail to their correct definitions.

NOTE: The nail is a horny, translucent cover protecting the tip of each finger and toe and the underlying tissue associated with it.

Parts of nail

- **Nail body** or plate-visible portion of the nail attached to the nail bed
- **Nail root** - the base of the nail, embedded under the skin, originates from the matrix
- **Free edge** - end of nail plate, reaches over fingertips

Figure 1—Parts of the Nail

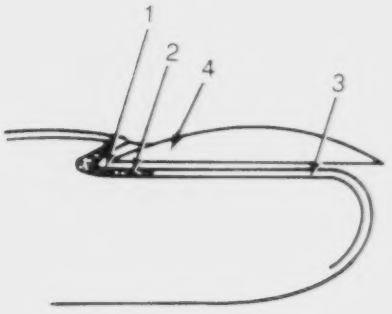


1. Nail (plate) body
2. Nail root
3. Free edge

Parts Adjoining Nail

- **Nail bed** - skin upon which the nail body rests
- **Matrix** - extends beneath nail root, contains nerves, lymph, and blood vessels
- **Lunula** (lu-nu-la) half moon located at base of nail

Figure 2—Parts Adjoining the Nail



1. Root
2. Nail matrix
3. Nail bed
4. Lunula

Parts surrounding Nail

1. **Eponychium** (epo-NYCH-ium) cuticle at nail base, overlaps the lunula
2. **Hyponychium** (hypo-NYCH-ium) epidermis (skin) under free edge of nail
3. **Perionychium** (Perio-NYCH-ium) cuticle surrounding entire nail border
4. **Cuticle** (CU-ti-cle) overlapping epidermis around the nail
5. **Nail Walls** - folds of skin overlapping sides of nail
6. **Nail grooves** - tracks on side of finger in which nail moves as it grows
7. **Mantle** (MAN-tle) - deep fold of skin in which nail root is embedded

Figure 3—Parts Surrounding the Nail

Side view

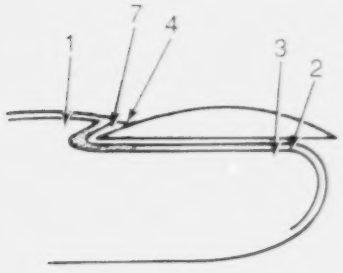
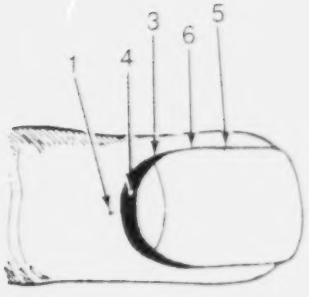


Figure 4

Top view



OBJECTIVE 2

Match terms associated with the disorders and diseases of the hand and nail to their correct definitions.
(Supplements 2 and 3)

DISORDERS

1. **Agnail (hangnail)**—Split cuticle that may become infected and bleed; caused by accidental injury, by pulling or tearing due to nail biting, or by improperly cutting or clipping the cuticle

2. **Leukonychia**—White spots in the nail; caused by tiny air bubbles in the nail or by the presence of incompletely keratinized cells due to an injury to the nail base

3. **Furrows**—Depressions in the nail caused by an injury to the matrix, illness, or nutritional disturbance

4. **Pterygium**—Forward growth of the cuticle which adheres to the base of the nail and can be carefully removed with cuticle nippers

5. **Corrugations (Beau's lines)**—Wavy ridges on the nail; caused by uneven growth patterns due to interruptions in growth from illness

6. **Onychatrophia (atrophy)**—Wasting away of the nail; caused by injury to the nail or disease

7. **Onychauxis (Hypertrophy)**—Overgrowth or thickening of the nail plate; can be caused by internal disturbance, local infection, or continued trauma such as ill fitting shoes

8. **Onychorrhexis (split and brittle nail)**—Improper filing; excessive use of cuticle solvents and nail polish remover; injury to finger; also associated with extreme dryness of the hair present in certain glandular disorders

9. **Onychophagy**—Bitten nails - Nervous habit (causes unsightly nails and may cause infection) which causes individual to chew the nail; hardened cuticles may result in nail becoming permanently deformed

10. **Eggshell nail**—Thin nails caused by chronic illness, nerve disorder, or a systemic disturbance

11. **Blue nail**—Condition caused by poor blood circulation or heart disorder

DISEASES

NOTE: Onychosis (on-i-KO'sis)—Technical term applied to any nail disease.

- **Tinea**—of the nail
- **Ungium**—Any ringworm

1. **Onychomycosis (on-e-KO-mi-co-sis) Tinea ungium (fungi) (Tin'e-ah unq'gwe-um)**—or ringworm of the nails caused by a vegetable parasite
2. **Onychocryptosis (on-IK'o-Krip-to'sis)**—Ingrown nails, may affect either finger or toe
3. **Onychoptosis (on-i-Kop-to'sis)**—Periodic shedding part or all of nail
4. **Onycholysis (on-i-Kol-i'-sis)**—Loosening of nail without shedding
5. **Onychophosis (on-e-Ko-Fo'sis)**—Growth of horny epithelium in the nail bed
6. **Ony[illegible]posis (on-e-Ko-gri-po'sis)**—Pertains to enlarged and increased curvature of the nail; "claw nails;" unknown cause
7. **Onychophyma (on-e-Ko-Fi'mah)**—Denotes swelling of the nail
8. **Paronychia (par-o-nik'e-ah)**—(Felon) Infectious and inflammatory condition of tissue surrounding nail
9. **Onychia**—Inflammation of the nail matrix, accompanied by pus formation

OBJECTIVE 3

Match terms associated with the muscles of the arm and hand to their correct functions.

- **Biceps, deltoid, and triceps**—Work together to lift and turn the arm, elbow, and forearm
- **Pronators and supinators**—Work together to turn the hand in and out and the palm upward and downward
- **Flexors** —Bend the wrist, turn the hand up, and close the fingers
- **Extensors**—Straighten the hand and fingers

- **Abductors**—Separate the fingers
- **Adductors**—Draw the fingers together

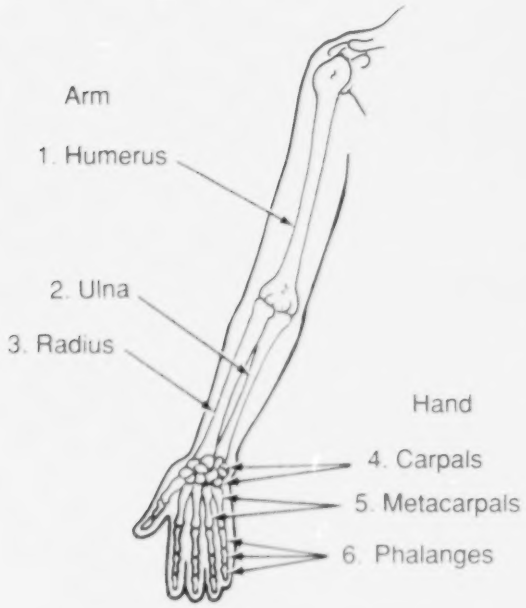
OBJECTIVE 4

Match terms associated with the nerves of the arm and hand to their correct functions.

- **Ulnar (UL-nar)**—Supplies little finger, side of arm, and palm
- **Radial (RA-dial)**—Supplies thumb-side of arm and back of hand
- **Median (ME-dian)**—Supplies arm and hand with branches
- **Digital (DI-gi-tal)**—Supplies all fingers

OBJECTIVE 5 | **Label drawing of bones.**

Figure 5

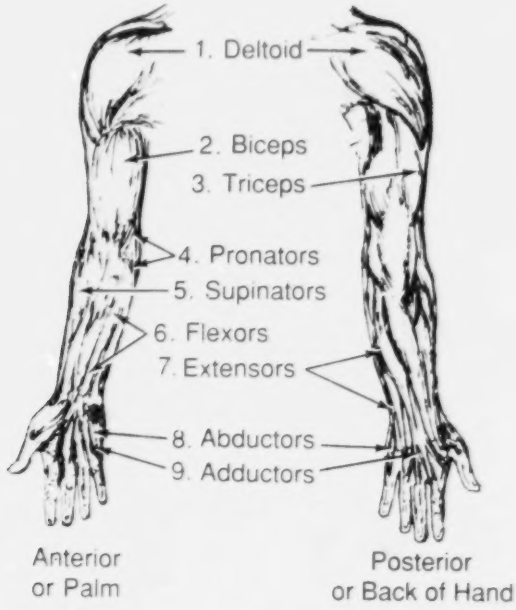


You should be able to identify the major bones, muscles, and nerves of the hand and arm in order to understand the tasks involved in giving a manicure.

A good way to remember the bones of the hand and arm is to realize that there are **three** major bones in the arm and **three** major bones in the hand. The major bones in the arm are the humerus (HUM-er-us), the large bone in the upper arm; the ulna (UL-na), the large bone on the little finger side of the forearm; and the radius (RAD-ius), the small bone on the thumb side of the forearm. The major bones in the hand are the carpals (CAR-pals), the bones of the flexible wrist joint; the metacarpals (me-ta-CAR-pals), the bones of the palm; and the phalanges (pha-LAN-ges), the bones of the finger digits.

OBJECTIVE 6 | **Label drawing of muscles.**

Figure 6



The major muscles of the hand and arm can be divided into three subgroups: the muscles of the upper arm and shoulder, the muscles of the forearm, and the muscles of the hand and wrist.

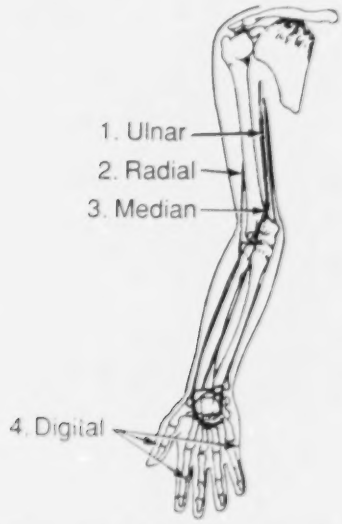
There are three major muscles of the upper arm and shoulder: (1) the bicep (BI-cep), (2) the deltoid (DEL-toid), and (3) the triceps (TRI-ceps).

The two major muscle groups of the forearm are (1) the pronators (pro-NA-tors) and (2) the supinators (Su-pi-NA-TORS).

The four major muscle groups of the hand and wrist are (1) the flexors (flex-ors), (2) the extensors (ex-TEN-sors), (3) the abductors (ab-DUCT-ors), and the adductors (ad-DUCT-ors).

OBJECTIVE 7 | **Label drawing of nerves.**

Figure 7



If you have learned the location of the major bones of the hand and arm, you can associate two of the major bones with two of the major nerves. You can associate the ulnar (UL-nar) nerve with the ulna; both are on the little-finger side of the arm. You can associate the radial (RA-dial) nerve with the radius; both are on the thumb side of the arm.

You can remember that the median (ME-dian) nerve runs down the middle of the arm and then branches out into other parts of the hand and arm.

You should also remember the digital (DI-gi-tal) nerve by associating it with the term digit, or fingers.

OBJECTIVE 8 | **List the characteristics of a healthy nail.**
(Supplements 1 and 4)

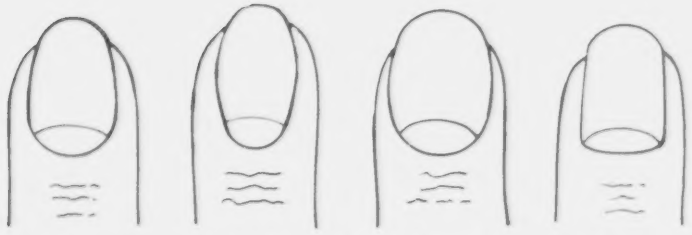
- The nail condition reflects the general health of the body.
- The normal healthy nail is smooth, a moderate thickness, flexible, and slightly pink in color.
- The nail is a horny plate that protects the tips of fingers and toes. Onyx is the technical term for nail.
- The nail is clear in color allowing the pink color of the dermis to be seen. It is composed of Keratin.

- The average rate of growth is one-eighth of an inch per month. The growth rate in children is faster; it is slower in the elderly.

OBJECTIVE 9

Identify the four basic nail shapes.

(Growth pattern as apposed to free edge.)



(a) Pointed (b) Oval (c) Round (d) Square

OBJECTIVE 10

List steps for analyzing hand, skin, and nails.

To give your client the most professional manicure service possible, you need to perform a quick careful analysis of the skin and nail area of the hands. The purposes for the skin and nail analysis are to determine if treatment is possible; to determine what treatment is needed; and to determine the best nail length and shape.

The major steps of analysis

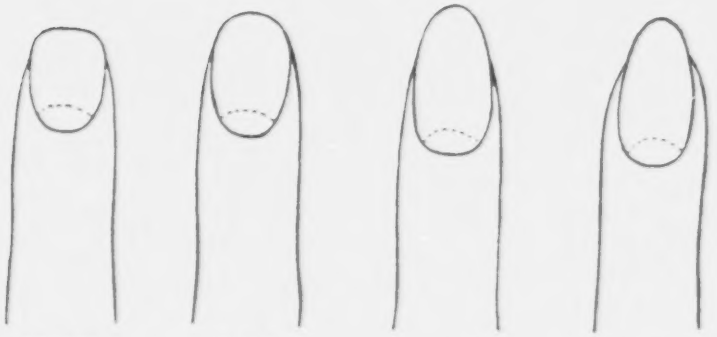
- Identify common or uncommon problems.
- Examine condition of skin, cuticle and nail.
- Make an observation of nail shape, thickness, texture, length, and size of hand.

To determine if treatment is possible you will want to quickly sanitize the hands with methods covered in "Giving a Manicure." At this time you will check for disorders or diseases, treatable and non-treatable. If treatable, recommendations are made to the client this time. Hot-oil manicure, mending a broken nail, etc.

This is the time to present several nail shape options to the client. Nail shape depends on work style, personal preference, size of hand, conditions of fingernails, and length of free edge. Make recommendations at this time.

Nails vary greatly in shape, but there are four general shapes for the free-edge; oval, round, pointed, and square. The oval nail is most suitable for women. Square or round are most common for men. The pointed shape should be used with caution. It will be weaker at the sides and will break easily.

NAIL SHAPES FOR THE FREE EDGE



Disorders

Agnail - (h)angnail h is silent
Leuc (onych)ia - white spots
Furrows - depression, very fragile
Corrugations - ridges on top of nail, may be buffed
Pterygium - forward growth of cuticle
(Onych)atrophia - trophia means nourishment—atrophy the letter "a" changes the meaning to the opposite
(Onych)auxis - Hypertrophy - thickening of nail—Hyper -too much
(Onych)ophagy - shaggy, bitten nails
Eggshell nails - thin as eggshells - nervous origin
Blue nail - Blue from poor circulation

Prefix— Peri - around
Par - around
Leuc - white

Suffix— osis - condition of
itis - inflammation of

Diseases

Onych-osis - Term for any nail disease
Onychia-inflammation of matrix - Paronychia
Mycosis - infection caused by fungus—Athletes foot
(Onycho)mycosis-tinea ungium - little tiny ringworm
"Oh my," in the middle of the word
"Oh my," I have a ringworm
(Onych)ocrypt(osis) - ingrown nail makes you want to cry
(Onych)opt(osis) - kop or to shed—chop
(Onych)oly(sis) - loosen
(Onych)oph(osis) - claw nail
Par(onychia)-felon-inflammation of nail matrix accompanied by pus formation.

Nail Disorders

1

Agnail
(Hangnail)

2

Leukonychia
(White Spots)

3

Furrows
(Depressions
in the Nail)

4

Pterygium
(Forward Growth
of Cuticles)

5

Corrugations
(Wavy Ridges)

6

Atrophy
(Wasting Away)

7

Hypertrophy or Onychauxis
(Overgrowth of Nail)

8

Onychorrhexis
(Split Nail)

9

Onychophagy
(Bitten Nails)

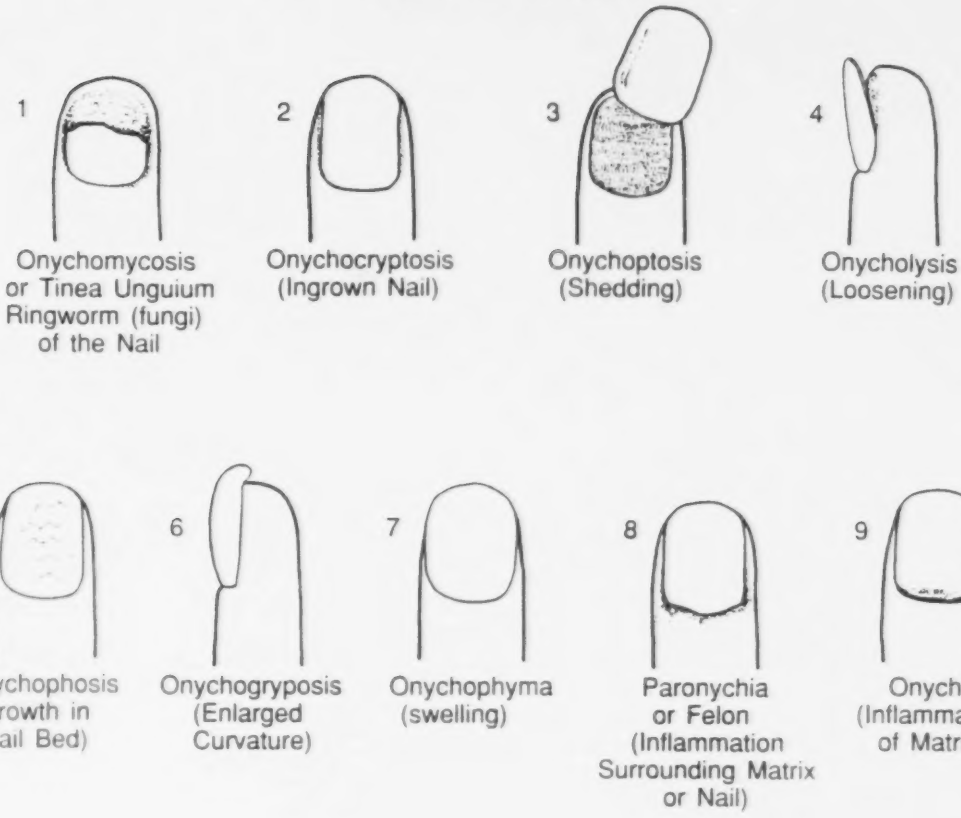
10

Eggshell Nail
(Thin Nails)

11

Blue Nail
(Bluish Color)

Nail Diseases



INTRODUCTION

The four most common nail diseases seen by doctors are

1. Tinea (fungi) of the nails
2. Bacterial paronychia
3. Ingrown nails, onycryptosis
4. Contact dermatitis

1. TINEA of the nails-ONYCHOMYCOSIS

Disturbances of nail growth due to fungi is the most commonly observed nail problem. A major percentage of the male population have one or more thickened toenails which are caused by fungi. Females have onychomycosis of the toenails less frequently. Only rarely does fungus of the fingernails appear in males or females. Artificial nails provide a perfect environment for the growth of tinea. Moisture may be trapped between the natural nail and the artificial nail; the fungus may grow undetected under the artificial nail. This problem can be detected by nail loosening from nail plate.

2. PARONYCHIA

An inflammation or infection of the tissue surrounding the nail

3. ONYCRYPTOSIS

Ingrown nail caused by tight fitting shoes and improper nail trimming causes pain, redness, swelling and infection

4. CONTACT DERMATITIS

A condition caused by something which contacts the skin causing inflammation

EXAMPLES: Cleaning supplies, soaps, other allergy producing substances

CAUTION: Medical treatment is required for all nail diseases.

TREATABLE NAIL DISORDERS

1. **SPLIT AND BRITTLE NAILS**—Hot oil manicures, some think one envelope of Knox gelatin mixed with fruit juice used daily for three months is worthy of a try —since is takes that long for the nail to grow the fragile end.

2. **WHITE SPOTS**—No treatment is indicated.

3. **WAVEY RIDGES**—(Beau's Lines) This "scar" on the nail is caused by illnesses and will take three months to grow out. A similar situation is the alteration in the annual growth rings of trees affected by drouth, fire or pestilence. Beaus lines are due to a temporary growth disturbance in the nail plate. No known treatment except to treat like illness.

4. **WASTING AWAY OF THE NAIL**—Caused by injury or disease will improve depending upon cause. File the nail smooth with the fine side of an emery board.

5. **OVER GROWTH OR THICKENING OF THE NAIL PLATE**—Usually the result of continued trauma (injury) as from ill-fitting shoes. Treatable by sanding or filing the nail horizontally with a file thus buffing smooth. Can be caused by internal disturbance or local infection. (Very common in older people).

NAIL BITING—Nervous habit causing unsightly nails and possibly infection. Nail treatment includes frequent manicures,. cuticle care with hot oil manicures, and daily use of cuticle creme. Smoothing of the cuticle and nail helps break the habit.

HANG NAILS—(Agnail) Caused by small tears in the cuticle. Accidental or intentional pulling causes tears and bleeding with a raw area that is painful and succeptable to bacterial infection. This can be prevented by removal of hangnail with scissors. Treatment of the infection, which may develop into a bacterial paronychia, is with hot soaks and local application of antiseptics.

CAUTION: If a cut occurs during a manicure, an antiseptic should be applied. When a finger has been injured do not buff or apply polish. If infection, redness, pain or swelling is present, refer to a physician.

NOTE: The color of the nail frequently reveals certain diseases "Blue Nails" indicate poor blood circulation and heart disease. This is why colored polish is always removed when medical treatment is being given. "Eggshell Nails" are recognized by a very thin nail plate, which is more flexible than usual, and is caused by chronic illnesses or nervous origin.

ANALYSIS OF SKIN AND NAIL

INTRODUCTION

To give your client the most professional manicuring service possible, you have to perform a careful analysis of the skin and nail area of the hand/foot. This assignment will provide you with a procedure for examining and recording your judgments. Use the skin and analysis chart when communicating with your client before a service is performed.

DIRECTIONS

Complete an analysis of the skin and nails using Assignment Sheet 1.

SKIN AND ANALYSIS CHART

NAME _____ DAY PHONE _____

ADDRESS _____ EVENING PHONE _____

OPERATOR _____ DATE _____

DISEASES AND DISORDERS

TREATABLE BY COSMETOLOGIST	NOT TREATABLE BY COSMETOLOGIST
	• BEAU'S LINES (corrugations)*
• HANGNAILS	• ONYCHORRHEXIS (nail fragility)
• LEUKONYCHIA (white spots)	• VERRUCA VULGARIS (warts)*
• ONYCHOCRYPTOSIS (ingrown)	• DERMATITIS*
• PTERYGIUM	• TINEA (ringworm)
	• PARONYCHIA
• ONYCHOPHAGY (nail biting)	• ONYCHOMYCOSIS* (ringworm of the nail)
• BRUISED NAILS	• ONYCHOLYSIS (separate from nail)
	• ONYCHAUXIS (hypertrophy)
	• BLUE NAIL

*In some cases (recommended by a Doctor) these conditions may be treated.

SIZE OF HAND:	• Average	• Small	• Large
CONDITION OF CUTICLE:	• Normal	• Abnormal	
LENGTH OF FREE EDGE:	• Short	• Average	• Long
TEXTURE OF NAIL PLATE:	• Smooth	• Coarse	
DEPTH OF NAIL PLATE:	• Thick	• Thin	• Average
TYPE OF SERVICE:	• Basic	• Conditioning	• Pedicure

The World of Cosmetology, by Sylvia Franco, Adella Moore and Gary Oakely, 1980, reproduced by permission of Glencoe/McGraw-Hill Educational Division.

ASSIGNMENT SHEET 1	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

NAME _____ SCORE _____

OBJECTIVE 11

Analyze case studies of nail disorders.

INTRODUCTION

The ability to recognize nail disorders that are not to be treated by the manicurist, but referred to a physician is an essential skill.

DIRECTIONS

Use Activity Sheet 1 and Supplement 2 to help you make your determination of how nail disorders can be treated.

1. Walter Smith is an electrician. He came to the manicurist for service and asked about white spots on his nails. This condition may be caused by injury to nail base, air pockets in the nail, or to pressure of incompletely keratinized cells.

   TREATMENT _____

   CONDITION _____

2. Michelle Ables, a teen-ager, has received a gift certificate for a manicure. When the analysis was done, it was discovered she was a nail biter. Her nail plate was deformed by constant chewing or tearing with teeth. Hangnails were a problem, also, characterized by small tears or splits in nail plate and surrounding tissue.

   TREATMENT _____

   CONDITION _____

3. Lucille Hayes, a biologist, just returned from a research project in the mountains. The analysis recognized over-growth of cuticle caused by very dry skin and improper care.

   TREATMENT _____

   CONDITION _____

4. Meg Ryan came in for a pedicure complaining of soreness of the big toe. No infection or swelling was apparent. She was wearing tight pointed high heeled shoes.

   TREATMENT _____

   CONDITION _____

ASSIGNMENT SHEET 2	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

NAME _____ SCORE _____

OBJECTIVE 12

Analyze case studies of nail diseases.

INTRODUCTION

The ability to recognize nail diseases that are not to be treated by the manicurist, but referred to a physician, is an essential skill. By doing this you will gain the respect of your clients.

DIRECTIONS

Look at the Information Sheet for Objective 2 and fill in the technical term of the disease.

Use characteristics provided in Activity Sheet 1 and Supplement 3 to help you make your determination.

1. Mrs. Sanders is proud of her nails. However she has the habit of pushing the cuticle back on the nail of her index finger after she does the dishes. The cuticle surrounding the nail on her index finger has signs of inflammation and pain. This irritation is caused by bacteria, a common problem for people who's hands are frequently exposed to moisture.

   CONDITION _____

2. Phil is very proud of his thoroughbred horses. He believes his personal appearance is very important. His weekly manicures were interrupted by an ingrown nail characterized by swelling, redness, soreness, and nail-growth into surrounding tissue caused by pressure on the nail. First treatment involved trimming nail in half-moon shape and filing a flat surface across. In advanced stages he was referred to a physician.

   CONDITION _____

3. Carrie, a bank teller, enjoys the luxury of a manicure service but her nails became infected by tinea, a vegetable parasite, also known as ringworm. Her nail thickened and showed trauma and invasion of fungus. The nail loosened from nail bed. Treatment: Refer to physician.

   CONDITION _____

4. Dr. Row has decided to have a regular manicure to relieve tension, caused by pressing her pencil so firmly on her writing tablet. Her nail was characterized by thickening and curving caused by trauma. She was referred to a physician by her manicurist.

   CONDITION _____

5. Violet had been permitted to go to the salon for a visit after having a serious earache. Her manicurist noticed her nail was separated or loosened from the nail bed, a condition sometimes caused by antibiotics. Her referral to a physician was appreciated.

   CONDITION _____

ASSIGNMENT SHEET 1

1. Treatment — may be manicured

   Condition — Leukonychia

2. Treatment — treat with hot oil manicure and antiseptic

   Condition — Onychophagy (nail biting)

3. Treatment — treat with hot oil, remove cuticle, recommend home treatment

   Condition — Pterygium

4. Treatment — treat by proper nail-trimming, sand top of nail thin, and smooth with emery board. Suggest different shoes, hot soaks, and application of antiseptic

   Conditon — Onychocryptosis (ingrown)

ASSIGNMENT SHEET 2

1. PARONYCHIA
2. ONYCHOCRYPTOSIS
3. ONYCHOMYCOSIS
4. ONYCHOGRYPOSIS
5. ONYCHOLYSIS

RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES I

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with the anatomy of the nail to their correct definitions. Write the correct letters in the blanks.

____ 1. The base of the nail, embedded under the skin, originates from the matrix

____ 2. Skin upon which nail body rests

____ 3. Extends beneath nail root, contains nerves, lymph, and blood vessels

____ 4. Cuticle at nail base, overlaps lunula

____ 5. Visible portion of the nail attached to the nail bed

____ 6. Fold of skin in which nail is imbedded

____ 7. Deep fold of skin overlapping sides of nail

____ 8. Overlapping epidermis around the nail

____ 9. Half moon located at base of nail

____ 10. Epidermis under free edge

a. Nail
b. Nail body
c. Nail root
d. Eponychium
e. Mantle
f. Cuticle
g. Nail wall
h. Hyponychium
i. Perionychium
j. Free edge
k. Nail bed
l. Lunula
m. Matrix

OBJECTIVE 2

Match terms associated with the disorders and diseases of the hand and nail to their correct definitions. Write the correct letters in the blanks.

____1. Split cuticles
____2. White spots
____3. "Claw nails"
____4. Ingrown Nails
____5. Split and brittle nails
____6. Ringworm
____7. Depression in nails
____8. Wavy ridges
____9. Wasting away of nail
___10. Swelling of nails

a. Agnail
b. Tinea unguium
c. Furrows
d. Corrugations
e. Onychogryposis
f. Onychocryptosis
g. Onychophyma
h. Onychorrhexis
i. Leukonychia
j. Onychatrophia
k. Onychia
l. Paronychia
m. Onycholysis
n. Pterygium
o. Eggshell nail

OBJECTIVE 3

Match terms associated with the muscles of the arm and hand to their correct functions. Write the correct letters in the blanks.

____1. Draw the fingers together
____2. Straighten the hand and fingers
____3. Work together to lift and turn arm, elbow, forearm
____4. Work together to turn the hand in and out and the palm upward and downward
____5. Bend the wrist, turn the hand up, and close the fingers
____6. Separate the fingers

a. Biceps, deltoid and triceps
b. Pronators and supinators
c. Flexors
d. Extensors
e. Abductors
f. Adductors
g. Posterior
h. Median
i. Carpals

OBJECTIVE 4

Match terms associated with the nerves of the arm and hand to their correct functions. Write the correct letters in the blanks.

____ 1. Supplies all fingers

____ 2. Supplies thumb-side of arm and back of hand

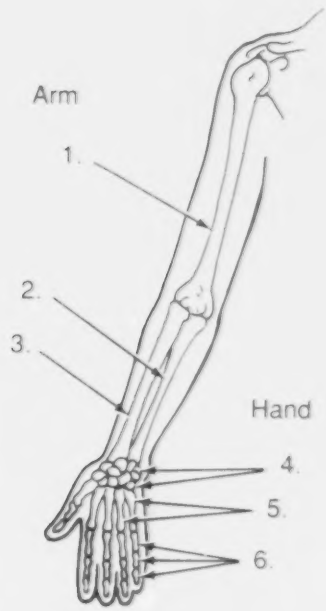
____ 3. Supplies little finger, side of arm, and palm

____ 4. Supplies arm and hand with branches

a. Ulnar
b. Radial
c. Median
d. Digital
e. Humerus
f. Carpals
g. Deltoid

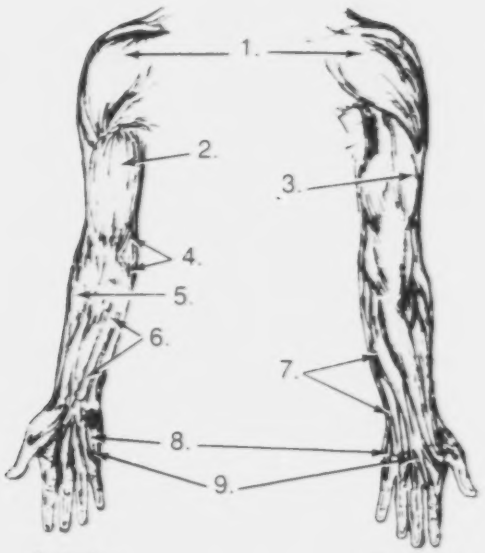
OBJECTIVE 5

Label drawing of bones.



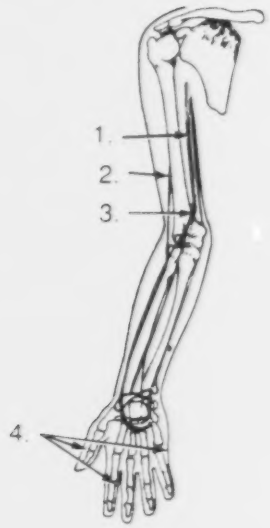
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

OBJECTIVE 6 | **Label drawing of muscles.**



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

OBJECTIVE 7 | **Label drawing of nerves.**



1. _____

2. _____

3. _____

4. _____

OBJECTIVE 8 | **List the characteristics of a healthy nail.**

_____

_____

_____

_____

_____

_____

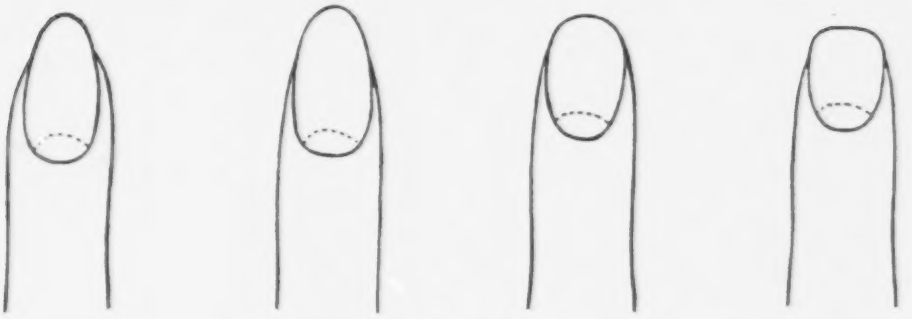
_____

_____

_____

_____

OBJECTIVE 9 | **Identify the four basic nail shapes.**



1. _____ 2. _____ 3. _____ 4. _____

OBJECTIVE 10 | **List steps for analyzing hand, skin, and nails.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTICE The following Assignment Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 11 | **Analyze case studies of nail disorders.** SCORE _____

OBJECTIVE 12 | **Analyze case studies of nail diseases.** SCORE _____

WRITTEN TEST ANSWERS	RECOGNIZING ARM/HAND ANATOMY AND DISORDERS/DISEASES	I

OBJECTIVE 1

1. c
2. k
3. m
4. d
5. b
6. g
7. e
8. f
9. l
10. h

OBJECTIVE 2

1. a
2. i
3. e
4. f
5. h
6. b
7. c
8. d
9. j
10. g

OBJECTIVE 3

1. f
2. d
3. a
4. b
5. c
6. e

OBJECTIVE 4

1. d
2. b
3. a
4. c

OBJECTIVE 5

1. Humerus
2. Ulna
3. Radius
4. Carpals
5. Metacarpals
6. Phalanges

OBJECTIVE 6

1. Deltoid
2. Biceps
3. Triceps
4. Pronators
5. Supinators
6. Flexors
7. Extensors
8. Abductors
9. Adductors

OBJECTIVE 7

1. Ulnar
2. Radial
3. Median
4. Digital

OBJECTIVE 8

1. Healthy
2. Pink
3. Horny plate
4. Keratin
5. 1/8 inch growth per month

OBJECTIVE 9

1. Pointed
2. Oval
3. Round
4. square

OBJECTIVE 10

1. Identify common or uncommon problems.
2. Examine condition of skin, cuticle, and nail.
3. Make an observation of nail shape, thickness, texture, length, and size of hand.

OBJECTIVES 11 and 12

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE SHEET	PREPARING FOR A MANICURE	II

INTRODUCTION

A neat and orderly manicure table is the client's first impression of your service. The table is prepared for the convenience of the manicurist and will allow the manicure to be given in an organized manner. A properly set manicure table will provide a pleasant mood for the client to accept your advice and suggestions for their nails.

Well groomed nails are a necessity for the general public. Not many people will have perfect nails. Knowing how to perform a manicure and the related services can improve your client's appearance and make him or her want to return for other services.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify supplies, implements, and equipment used in giving a manicure, demonstrate the proper set-up for the manicure table, and perform the different types of manicures and related services. The student will show these competencies by completing job sheets, practical tests, and written test with a minimum of 85 percent accuracy.

PREREQUISITES

NONE

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with supplies used for manicuring to their correct definitions.
2. Match terms associated with equipment and implements used in manicuring to their correct definitions.
3. Match terms associated with performing related nail services to their correct definitions.
4. Complete sentences about different types of manicures.
5. Choose the best word to complete statements about sanitation and safety procedures necessary for manicuring.

6. Demonstrate the ability to

   a. Arrange the manicuring table. (Job Sheet 1)

   b. Perform a hand/arm massage. (Job Sheet 2)

   c. Perform a plain manicure. (Job Sheet 3)

   d. Perform a hot oil manicure. (Job Sheet 4)

   e. Perform a manicure on a man. (Job Sheet 5)

   f. Perform an electric manicure. (Job Sheet 6)

   g. Perform a polish change. (Job Sheet 7)

   h. Repair split or broken nails. (Job Sheet 8)

   i. Repair nails with a nail wrap product. (Job Sheet 9)

   j. Repair nails with nail dip method. (Job Sheet 10)

   k. Treat calluses. (Job Sheet 11)

   l. Remove stains from fingernails. (Job Sheet 12)

SUGGESTED ACTIVITIES	PREPARING FOR A MANICURE	II

PREPARATION

- Order videotapes, filmstrips, and other media to supplement unit.
- Ask a manicurist from a local salon to talk to the class about performing manicures and specific related services.
- Ask a nail product company representative to speak to the class about using their product for related services.

  NOTE: Please provide guest speakers with the specific topic relevant to the unit of instruction ahead of time. Could be advisory person.
- Ask a client to talk to class about services she receives and why.

DELIVERY

Objective 1

- Set-up a demonstration table for classroom with supplies only. As you are teaching, identify for students the products they will be using.

  NOTE: Paper towels may be used because they are disposable.

Objective 2

- Same as Objective 1, but show equipment provided in student kit and lab.

Objective 3

- Set-up a demonstration table with examples of supplies listed in terms.
- Discuss how these supplies will be used in specific services.

Objective 4

- Have students pair up. Ask each pair to choose one of the manicure types for their partner and tell why they made that choice.

Objective 5

- Cut in strips the list of safety precautions and sanitary measures. Have the students each draw one, and let them choose how to describe or demonstrate what they drew.

APPLICATION

Objective 6

- The teacher will demonstrate Job Sheet 1 then have the students to do the same.

- Have students do Job Sheet 2. Pair up students and have them do manipulations only on each other (without product). Then set-up manicure table and give hand and arm massage.

  NOTE: When giving a massage, you should have balanced movements or strokes. Origin to insertion helps people relax and increases circulation to relieve stress. Insertion to origin (I comes before O in the alphabet) goes toward the heart and slows the circulation enabling the client to be alert and return to normal activities.

- Have manicurist come to class and give a demonstration. Use Job Sheet 3 for student practice.

- Use Job Sheets 4, 5, 6, and 7 for student practice.

- Choose a student needing nail repair, discuss and demonstrate procedures outlined in Job Sheet 8.

- Discuss and demonstrate procedures in Job Sheet 9. This is a good time to relate to a future lesson on nail wraps as a service.

- Discuss and demonstrate procedures in Job Sheet 10. Product and procedure is especially good for **easy to do** or for the manicurist and client allergic to other products.

- Relate importance of incorporating special needs into regular manicure service. Use Job sheets 11 and 12 to give students practice.

- Use student Supplement 1 to simulate State Board Examination.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheets.

- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may resubmit a product for evaluation until he or she is able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed on the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Cosmetology Preparation for Licensing* (video)
- *Trichology and Nail Review* (Filmstrips on video, 6 parts, 81 min.)
- *Skin and Hair Care* (Filmstrips - 4 parts)

NOTE: These videos and filmstrips are available from Vocational Media Associates, Box 1050, Mount Kisco, New York 10549-0050, or call 1-800-431-1242.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd Edition. St. Paul, Minnesota: West Publishing Company, 1988.
- Cimaglia, Alice R. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Corporation, 1988.
- Colletti, Anthony B. *Cosmetology, The Keystone Guide to Beauty Culture*. New York, New York: Keystone Publications, 1970.
- Dalton, John W. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1985.
- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology, A Professional Text*. New York, New York: Glencoe/McGraw-Hill, 1980.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corporation, 1988.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the students individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4
2	5, 6
3	7, 8, 9, 10
4	11, 12
5	13, 14, 15, 16, 17, 18

ANSWER KEY

1. c	10. b
2. d	11. d
3. d	12. a
4. d	13. b
5. c	14. d
6. b	15. c
7. c	16. b
8. d	17. d
9. d	18. a

OBJECTIVE 6

Refer to Practical Tests for Job Sheets 1 through 12.

PREPARING FOR A MANICURE II

NAME _____ SCORE _____

1. A cosmetic used to correct a dry cuticle is an:
   a. solvent
   b. whitener
   c. cream
   d. abrasive
2. Minor bleeding in manicuring is stopped with:
   a. alcohol
   b. a sealer
   c. a disinfectant
   d. a styptic powder
3. To remove old nail polish from the nails, use:
   a. liquid soap
   b. peroxide
   c. olive oil
   d. polish remover
4. A cosmetic applied over the nail polish to minimize chipping or cracking is a/an:
   a. base coat
   b. lacquer
   c. abrasive
   d. top coat

5. Choose from the following, an implement **not** used in manicuring:

   a. buffer

   b. pusher

   c. shank

   d. nipper

6. Emery boards are used to shape the:

   a. lanula

   b. free edge

   c. side of the nail

   d. furrow

7. An implement used to smooth and polish nails to a high gloss finish is an:

   a. shaper

   b. emery board

   c. three grain buffer

   d. nail brush

8. To remove stains from the nails use:

   a. nail polish remover

   b. cuticle oil

   c. nail white

   d. nail bleach

9. A cylinder used to smooth calluses at the sides of the nail is:

   a. emery wheel

   b. cuticle brush

   c. cuticle pusher

   d. callus remover

10. Product used to soften and remove artificial nails:

    a. cuticle remover

    b. acetone

    c. nail primer

    d. mending liquid

11. A manicure of particular benefit for ridged and brittle nails and for dry cuticles is:

    a. men's manicure

    b. electric manicure

    c. regular manicure

    d. hot oil manicure

12. The manicure procedure designed to do a faster more efficient job is:

    a. electric manicure

    b. regular manicure

    c. men's manicure

    d. hot oil manicure

13. You should discard the following implement after each use:

    a. cuticle nippers

    b. emery board

    c. nail file

    d. cuticle pusher

14. Sanitize the manicure table:

    a. once a day

    b. once a week

    c. when needed

    d. after each use

15. Before using any manicure implement, it should be:

    a. wiped with a towel

    b. wiped with a tissue

    c. cleansed and sanitized

    d. washed with soap and water

16. When using manicure implements, care should be used to avoid pressure:

    a. under the nail plate

    b. at the base of the nail

    c. under the nail

    d. under the nail groove

17. Sanitized manicuring implements should be stored:

    a. in an open cabinet

    b. in a table drawer

    c. on the manicure table

    d. in a dry sanitizer

18. To prevent splits, the nail should be filed:

    a. corner to center

    b. center to corner

    c. corner to corner

    d. in the corner

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

OBJECTIVE 6

Demonstrate the ability to

a. Arrange the manicuring table. RATING _____

b. Perform a hand/arm massage. RATING _____

c. Perform a plain manicure. RATING _____

d. Perform a hot oil manicure. RATING _____

e. Perform a manicure on a man. RATING _____

f. Perform an electric manicure. RATING _____

g. Perform a polish change. RATING _____

h. Repair split or broken nails. RATING _____

i. Repair nails with a nail wrap product. RATING _____

j. Repair nails with nail dip method. RATING _____

k. Treat calluses. RATING _____

l. Remove stains from the fingernails. RATING _____

INFORMATION SHEET	PREPARING FOR A MANICURE	II

OBJECTIVE 1

Match terms associated with supplies used for manicuring to their correct definitions.

- **Abrasive**—Smoothes irregular nail ridges

  NOTE: Pumice powder is a good abrasive.

- **Alum**—Stops bleeding during a manicure

  NOTE: Liquid or powder form may be used to stop bleeding.

- **Base coat**—Aids in preventing stains and causes polish to adhere more readily

- **Cuticle cream**—Treats dry and brittle cuticle

- **Cuticle oil**—Softens skin around the nail to aid removal of dead cuticle

- **Cuticle solvent**—Softens cuticle to allow easy removal

- **Hand lotion**—Replaces natural oils lost from the skin and keeps skin soft

- **Hot oil**—Treats severely damaged cuticles and hands

- **Lacquer**—Forms a hard gloss; may add color to nails

  NOTE: Lacquer is commonly called nail polish.

- **Nail cleanser**—Removes dirt or stain from nails

- **Nail drier**—Gives tough, protective finish to lacquered nails

- **Nail strengthener**—Gives nails added strength

  CAUTION: Nail strengthener may contain formaldehyd.

- **Nail whitener**—Keeps the tips of nails under free edge from appearing yellow

- **Polish remover**—Dissolves polish on nails

  CAUTION: Some polish remover may be drying to the nails and cuticles.

- **Powder or paste polish**—Gives gloss to the nail when buffed

  NOTE: It is used for men's manicures or when polish is not wanted.

- **Ridge filler**—A fibrous liquid used to impart a smooth surface to natural or artificial nails

- **Seventy percent alcohol**—Keeps metal manicure implements sterilized during manicure

- **Solvent**—Thins nail polish that has thickened

- **Styptic powder**—Antiseptic astringent used to stop bleeding

  NOTE: Avoid the use of styptic pencils for sanitary reasons.

- **Top coat**—Seals nail polish and prevents it from chipping or cracking

OBJECTIVE 2

Match terms associated with equipment and implements used in manicuring to their correct definitions.

- **Cuticle nippers/scissors**—Trims excess cuticle around nail

- **Emery board**—Shapes and bevels free edge of nail

  NOTE: Emery boards come in different grits from fine to coarse. The smaller the number, the finer the emery board; the larger the number, the coarser the emery board. Numbers range from 000 to 9. Use the correct weight of emery board according to the type of nail. Emery boards must be discarded after each use.

- **Finger bowl**—Contains soapy water in which nails are soaked

- **Foot bath container**—Contains antiseptic and warm, soapy water solution in which feet are soaked while being pedicured

  NOTE: Container must be large enough to soak both feet.

- **Hot oil heater**—Heats oil or lotion for manicure

- **Metal pusher**—Pushes and loosens cuticle around nail

- **Nail brush**—Brushes away loosened and dead cuticle; cleanses nails

- **Nail buffer**—Adds gloss to nails when used with a powder or paste

  NOTE: A sanitary chamois must be used for each patron

- **Nail file**—Shapes free edge of nail
- **Orangewood stick**—Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle
- **Sterilizer container**—Stores metal implements during the manicure
- **Toenail clippers**—Used to remove free edge of toenail
- **Tweezers**—Remove small bits of cuticle from around the nail

OBJECTIVE 3

Match terms associated with performing related nail services to their correct definitions.

- **Mending tissue**—Resembles tissue paper, perm end-wraps may be used
- **Mending liquid**—Resembles clear liquid polish
- **Acetone**—Solvent used to soften and remove artificial nails
- **Buffing disc**—Implement used to roughen the surface of the nail plate before applying artificial nails; also used to smooth rough surfaces on the nail plate, creating a smooth nail plate and tip
- **Foam emery board**—Extra coarse emery boards used to remove excess length and to smooth extremely rough surfaces on acrylic nail plates
- **Three-grain buffer**—A finishing buffer containing three buffing textures, used to complete the buffing procedure. The buffer brings the nail to a high gloss finish
- **Nail glue**—Bonding agent used to attach nail tips and as an adhesive between the nail and powders used to create artificial nails
- **Linen or silk**—Fine, smooth fiber materials used to strengthen and protect natural nails
- **Nail Primer**—Solvent used to cleanse and dry the nail in preparation for artificial nail application

- **Nail powder**—Combination of acrylic and plasticizer used to perform nail repair
- **Callus Remover**—A cylinder made of coarse emery paper and used to smooth and remove calluses at the sides of the nail during an electric manicure
- **Nail bleach**—used to remove stains from the free edge of nail tips

OBJECTIVE 4

Complete sentences about different types of manicures.

- **Regular manicure**
  - Warm, soapy water is used to cleanse and soak the nails.
  - Cuticles are pushed and nipped and hands are massaged.
  - Liquid polish is applied to gloss the nail, smooth ridges, prevent yellowing, and make the nails more resistant to breakage.
- **Electric manicure**
  - Shape nails, use callous remover if needed.
  - Continue procedure for regular manicure.

    NOTE: Implements used are attachments for an electric device designed to do a faster and more efficient job.
- **Men's manicure**
  - Warm, soapy water is used to cleanse and soak the nails.
  - Cuticles are pushed and nipped and hands are massaged.
  - Buffer is generally used with a cream or powder polish.

    NOTE: Men's manicuring follows the same procedure as a regular manicure up to the polish steps. Nearly all implements and materials are the same. Some men may prefer a neutral or clear polish.

- **Hot oil manicure**

  - Hot oil manicures differ from regular manicures only in that the hands are soaked in warm oil rather than warm soapy water.

  - Oil is heated in a hot oil manicure heater.

    NOTE: Olive oil, cuticle oil, or lanolin lotions may be used.

  - Cuticle creams and removers are not needed during the hot oil manicure.

  - Hot oil manicures are recommended for dry, brittle cuticles.

OBJECTIVE 5

Choose the best word to complete statements about sanitation and safety procedures necessary for manicuring.

Sanitary measures for manicuring

- Use fresh towel for each patron.
- Discard emery boards after each use.
- Sanitize manicure table after each use.
- Sanitize hands before and after each patron.
- Store metal implements in sterilizer container during manicure.
- Discard all used cotton balls into covered container.
- Clean top of nail polish bottle with remover before closing lid.
- Use fresh hot oil liner for each patron.
- Sterilize all implements after each manicure and store in dry sanitizer cabinet or in closed area until ready for use.

Safety precautions for manicuring

- Label all containers.
- Avoid handling glass bottles with wet hands.
- Handle sharp implements carefully.

- Dull sharp edges of cuticle pusher with an emery board.
- Do not file too deeply into corners of nails.
- Do not use the sharp point of a metal pusher to cleanse under nails.
- Do not apply too much pressure at the base of the nail.

  NOTE: Injury to the nail root could occur.
- Do not work on hands or feet that have a contagious disease or that are inflamed.
- Apply an antiseptic to injured skin.
- Avoid friction during the buffing procedure.
- File from corner to center of nail to prevent splits.
- Use the fine (light) side of an emery board for fingernails and the coarse (dark) side for toenails.

  NOTE: Some fingernails may require the heavier side of the emery board.
- Clip only dead cuticle, never live cuticle, from around nails.
- Avoid storing manicuring products near an open flame.

  NOTE: Store all products in dry, cool area.
- Recap all bottles immediately after use to avoid spills.

MANICURIST PRACTICAL EXAMINATION

CHECK SHEET

PROFESSIONAL ANALYSIS	(Check appropriate box)	
Punctuality	S ☐	U ☐
Professional Appearance	S ☐	U ☐
Attitude and Cooperation	S ☐	U ☐
Professional Kit and Supplies	S ☐	U ☐

ATTN: **EXAMINER**—EACH (U) = 1 Point

Subtract Number of Applicable Points From Total Score **FOR EACH UNSATISFACTORY** (U)

PROCEDURE	SCORE	TIME
Arrangement of Implements	(10)	
Sterilization of implements (Alcohol)	(10)	
Removal of Polish and Application and Removal of Cleansing Cream	(05)	5 Min
Filing and Shaping of Nails	(10)	5 Min
Treatment of Cuticle	(10)	10 Min
Proper Use of Implements	(10)	
Application of Emollient/Massage Cream and Hand and Arm Manipulations (Should be Wiped With Towel)	(10)	10 Min
Application of Two Sculptured Nails or Tips Sculpturing Material and Technique Must be Used on Either Type Nail Application. NO FULL PASTE ON NAILS.	(15)	25 Min
Application of Polish	(10)	5 Min

PROCEDURE	SCORE	TIME
Sanitary and Safety Measures (Overall General Measures)	(10)	
Total Possible Points	(100)	

Total Points DEDUCTED FOR UNSATISFACTORY (U) Professional Analysis

TOTAL _____

SCORE _____

CARD# _____ DATE _____

Name of Applicant _____

JOB SHEET 1	PREPARING FOR A MANICURE	II

OBJECTIVE 6a

Arrange the manicuring table.

INTRODUCTION

Show enough interest to keep your client comfortable and be a good listener. Ask client to put jewelry in his/her purse/pocket if needed and enter into conversation of kind of work he/she does, personal preference as to nail shape and length. This will help when you begin the hand analysis.

At no time ask the client to sit at the table with remains of the previous manicure in sight.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Towel wrapped armrest
- Cotton container
- Nail brush
- Finger bowl
- Wet sanitizer containing manicuring implements

SUPPLIES

- Tray with nail polishes and supplies
- Paper towels
- Alcohol

NOTE: The drawer may be used for the following items:
Nail whitener
Buffer
Powder or paste polish
Antiseptic
Thinner

CAUTION: The manicure table drawer should always be clean and neat. Do not use it for waste materials; use the plastic bag.

PROCEDURE

1. Sanitize table with disinfectant.
2. Fold towel over manicure cushion.

   NOTE: A towel may be used in place of a manicure cushion. Paper towels may also be used.
3. Place a bowl of warm soapy water to the left of the client.

   NOTE: If hot oil heater is used, place in same position.
4. Place metal implements and orangewood sticks in a sterilizer jar containing 70% alcohol.
5. Arrange creams, lotions, and polish to the left of the manicurist on manicure table in a convenient pattern.
6. Place the nail file (which has been sponged with alcohol) and fresh emery boards to the right of the manicurist.
7. Attach a small plastic bag to the table with cellophane tape, on either side, for waste materials.
8. Make sure the completed table gives a neat and orderly appearance.

Figure 1

a. Table
b. Towel wrapped armrest
c. Nail file and emery board
d. Buffer
e. Cotton container
f. Alcohol
g. Finger bowl
h. Wet sanitizer containing manicuring implements
i. Tray with nail polishes and supplies
j. Small plastic bag

NOTE: Your instructor's manicure table set-up is equally correct.

9. Have instructor evaluate your work.

JOB SHEET 2	PREPARING FOR A MANICURE	II

OBJECTIVE 6b

Perform a hand/arm massage.

INTRODUCTION

Massage is most beneficial when strokes are directed toward the heart. One end of the muscle is called its **origin** and the other its **insertion**. In extremities or arms and legs the origin is closest to the heart. The origin end of a muscle is the more fixed attachment. The insertion end is the more movable attachment. The massage is from **insertion** to **origin** (from fingers to elbow, from toes to knee). The benefits of an arm and hand massage are hands that are flexible, well groomed and smooth, and a client that is relaxed. A massage should be included in each manicure.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Towels

SUPPLIES

- Massage cream

DIRECTIONS

The massage should be given in Effleurage (stroking) movement, Friction (circular), Joint movements (wrist), and Wringing movements.

PROCEDURE

1. Rest client's arm on table.
2. Expose arm above elbows.

   NOTE: If needed lay a sanitized towel over client's shoulder and tuck one end under cuff of sleeve to protect clothing.
3. Hold client's hand while spreading lotion from fingertips to elbow.
4. Use a joint movement at the wrist.
5. Entwine your fingers in client's.
6. Stabilize client's wrist with your other hand.

   NOTE: Begin with client's left hand then go to right. Repeat every movement three times.

7. Make alternating circular movements.

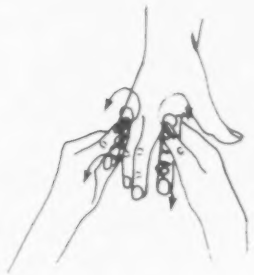
Figure 1

8. Stroke hand and fingers, top and bottom using bone structure to guide you.

Figure 2

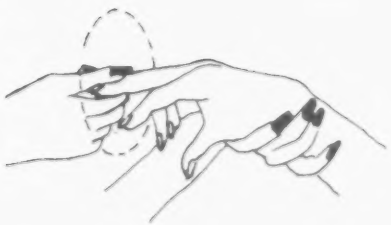
9. Use circular motion (top and palm at same time) up bones of hand and fingers.

Figure 3



10. Rest client's arm on table.
11. Grasp each finger at the base.
12. Rotate gently in large circles, ending in a gentle squeeze of the finger tips.

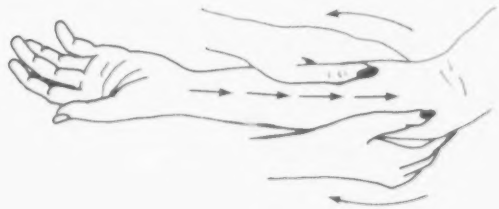
Figure 4



13. Use circular movement on elbow.

14. Stroke arm firmly using fingers and thumb to cover two sides of arm in each movement, from wrist to elbow.

Figure 5



15. Use circular movements on top and bottom of arm, go from wrist to elbow.

Figure 6

16. Place hands a little distance apart.
17. Use wringing movement on forearm.

Figure 7

18. Repeat steps 1 through 17 on other hand.
19. Wipe off massage cream with towel.
20. Have your instructor evaluate your work.

JOB SHEET 3	PREPARING FOR A MANICURE	II

OBJECTIVE 6c

Perform a plain manicure.

INTRODUCTION

Your ultimate goal as a manicurist is to perform the procedures of your service with professional expertise. A manicure can be a relaxing service for both you and your client.

DIRECTIONS

The quality and speed of your work will depend on the efficient way you set-up your table and the number of times you practice this procedure.

Seat your client at a 45 degree angle, seat yourself at the same angle.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Sanitized implements
- Cosmetics and materials

PROCEDURE

1. Sanitize hands.
2. Set-up manicure table.
3. Greet and seat client, ask him or her to remove jewelry, (put in pocket or purse) and do nail analysis.
4. Wipe off hand and fingers with 70% alcohol or appropriate antiseptic.
5. Begin services on patron's left hand.
6. Remove old nail polish.
7. Use small pieces of cotton on each finger moistened with remover.
8. Press over old polish on each nail.
9. Moisten larger piece of cotton and use for removing the small pieces from each finger.
10. Clean around nail with cotton tipped orangewood stick dipped in remover if necessary.

11. Remove polish from both hands.

Figure 1

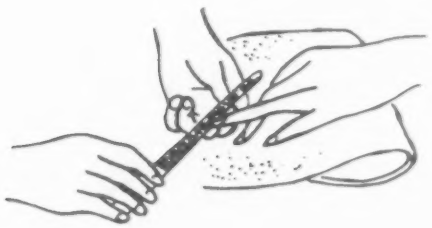
12. File left hand.

NOTE: Discuss with client suitable nail shape.

13. Begin on little finger toward the thumb. (Your instructor's method is equally correct.)

14. Shape nails holding patron's finger between thumb and first two fingers, placing file slightly under free edge.

Figure 2



CAUTION: Do not file too deeply into corners. Allowing the nail to grow out at the sides will add strength. Never file in a see saw manner.

15. Soak nails.

16. Place left hand in cleansing bath containing a few drops of liquid soap and antiseptic, to permit softening of cuticle. (Repeat steps 12 through 16 on right hand.)

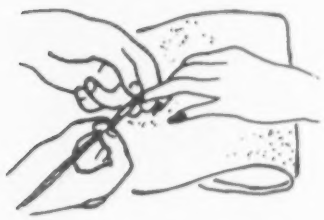
17. Remove left hand from bowl.

18. Apply cuticle remover or solvent.

19. Use cotton tipped orangewood stick as an applicator.

20 Spread over cuticle around nails and under free edge.

Figure 3



21. Push cuticle.

22. Use spoon end of cuticle pusher to gently loosen cuticle.

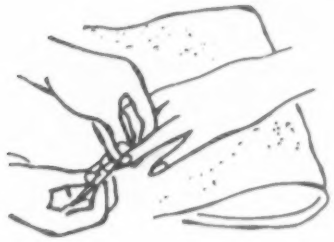
23. Keep cuticle moist while working.

24. Place pusher flat against nail groove to prevent scratching the nail plate.

25. Push cuticle back with towel over index finger.

CAUTION: Do not use too much pressure.

Figure 4



26. Trim cuticle.

27. Remove cuticle, hangnail or uneven cuticle, with cuticle nippers. When cutting cuticle remove in a single segment. Trim only when necessary.

Figure 5

28. Clean under free edge with cotton tipped orangewood stick; dip in soapy water and clean with gentle pressure.

29. Use nail whitener at this time if needed. Using orangewood stick, place whitener under free edge. Avoid touching whitener to skin.

Figure 6

30. Apply cuticle oil or cream around sides and base of nail and massage with thumb using rotary movement.

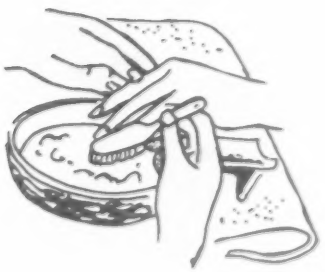
NOTE: Hand and arm massage should be given at this time.

31. Remove right hand from bowl and repeat steps 18 through 30.

32. Scrub the nails of both hands.

33. Hold client's hand over the bath and brush nails in a downward movement.

Figure 7



34. Dry hands and nails thoroughly. Carefully re-examine nails for defects.

35. Use buffer if requested or needed. Repairs should be made at this time.

36. Apply base coat, two coats of colored polish, and one coat of sealer.

    NOTE: Refer to Job Sheet 7 for detailed procedure for polishing nails.

37. Remove polish from cuticle area around nails.

38. Sanitize implements, equipment and hands.

39. Sanitize work area.

40. Have instructor evaluate your work.

JOB SHEET 4	PREPARING FOR A MANICURE	II

OBJECTIVE 6d

Perform a hot oil manicure.

INTRODUCTION

A hot oil manicure is very beneficial in treatment for ridged and brittle nails and for dry cuticles. It improves the hand and arm by leaving the skin soft and pliable.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Electric heater with liner

SUPPLIES

- Hand lotion or oil for heater

PROCEDURE

1. Sanitize hands.
2. Set-up manicure table.
3. Assemble all materials.
4. Examine client's hands.

5. Give manicure using same procedure as plain manicure. (see Job Sheet 3)

   NOTE: Instead of placing patron's fingers in finger bowl, place them in heated oil. The massage will be given immediately upon removal from heated oil. Heated oil is used in place of cuticle remover and cuticle cream in a hot oil manicure. Be sure to remove oil from nails before applying polish.

   Figure 1

6. Apply polish using same procedure for plain manicure.
7. Apply nail drier to nails.
8. Sanitize implements, equipment and hands.
9. Sanitize work area.
10. Have instructor evaluate work.

JOB SHEET 5	PREPARING FOR A MANICURE	II

OBJECTIVE 6e

Perform a manicure on a man.

INTRODUCTION

Most men are interested in a conservative manicure. Nails are filed either round or square and should conform with the shape of the finger tip. Men's nails are usually filed much shorter than women's and buffed in preference to polished. Men may receive hot oil manicures.

IMPLEMENTS AND EQUIPMENT

- Manicure table

PROCEDURE

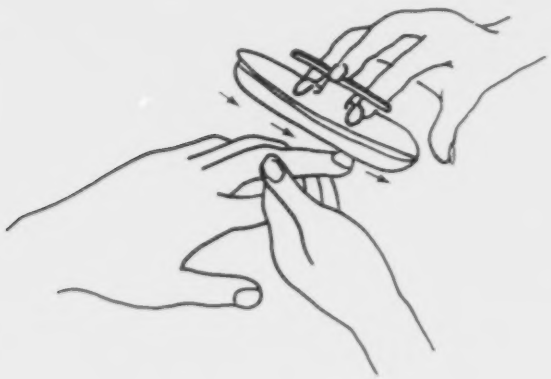
1. Sanitize hands.
2. Set-up manicure table.
3. Give plain manicure, omitting polish steps.
   - When filing men's nails, file straight across or slightly rounded to prevent breakage.
4. Apply cream polish to nails or powder polish to buffer.

5. Buff nails beginning on thumb of left hand.

   NOTE: Hold buffer in right hand with thumb and index finger on one side of handle, middle finger placed on top of buffer, and ringfinger and little finger on other side of handle. (See Figure 1.)

   CAUTION: A sanitary chamois must be used for each client. Nails are always buffed in one direction, using a downward stroke and lifting buffer after each stroke to prevent friction.

   Figure 1



6. Continue buffing procedure on right hand beginning with thumb.

   NOTE: If clear polish is to be applied, remove all residue from nails using cotton-tipped orangewood stick dipped in alcohol or polish remover.

7. Polish nails according to regular procedure.
8. Sanitize implements, equipment and hands.
9. Sanitized work area.
10. Have instructor evaluate your work.

JOB SHEET 6	PREPARING FOR A MANICURE	II

OBJECTIVE 6f

Perform an electric manicure.

INTRODUCTION

The electric manicure follows the same procedure as a regular manicure with the exception of certain implements.

Implements used are attachments for an electric manicure machine designed to do a more efficient job.

CAUTION: When using an electric manicure machine, always follow the manufacturer's instructions and use with care. Too much pressure will cause friction.

IMPLEMENTS EQUIPMENT

Set-up for a plain manicure

- **Nail Shapers** are emery discs that are attached to the machine for shaping the nail. They have a coarse and a fine side just like an emery board.

  Figure 1

- **Nail buffer** is used to smooth the nail. When using the electric buffer, lift frequently to avoid friction.

  Figure 2

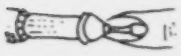
- **Callus remover** is a cylinder made of coarse emery paper. It is used to smooth and remove calluses at the sides of the nail.

  Figure 3

CAUTION: Do not let emery paper touch nail. To do so will damage nail plates.

- **Cuticle pusher** is used in the same way as the metal pusher. Use care not to apply too much pressure at the base of the nail.

  Figure 4



- **Nail brushes** are used to remove the loosened cuticle and clean the nails.

  Figure 5

1. Sanitize hands.
2. Set-up manicure table.
3. Assemble materials and supplies (including manicure machine with attachments).
4. Examine the client's hands and nails.
5. Sanitize the client's hands.
6. Remove old polish, following the plain manicure procedure.
7. Beginning with the left hand, shape the nail. Work from the corner to the center of the nail holding the shaper at a 45 degree angle to the nail.

Electric nail shaper

Figure 6

8. Shape the nails on the right hand.
9. Remove calluses if necessary with the callus remover.

Electric callus remover

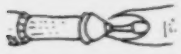
Figure 7

10. Soak the left hand.
11. Remove the left hand from the finger-bath.
12. Apply cuticle remover with a cotton tipped orangewood stick to the left hand.

13. Push back the cuticle with the cuticle pusher.

Cuticle pusher

Figure 8

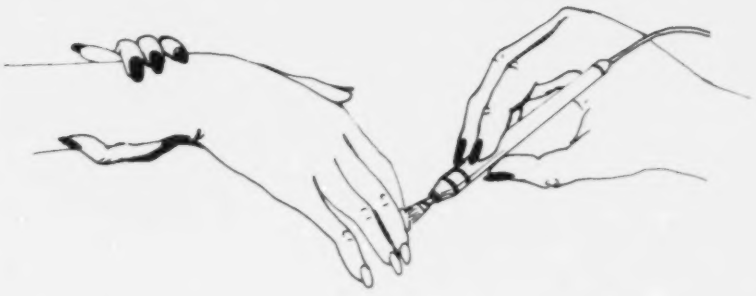


14. Trim the cuticle.
15. Remove any hangnails.
16. Apply cuticle cream or oil.
17. Massage into fingertips.

18. Using the nail brush, clean the nail and remove bits of cuticle from the nail.

Electric nail brush

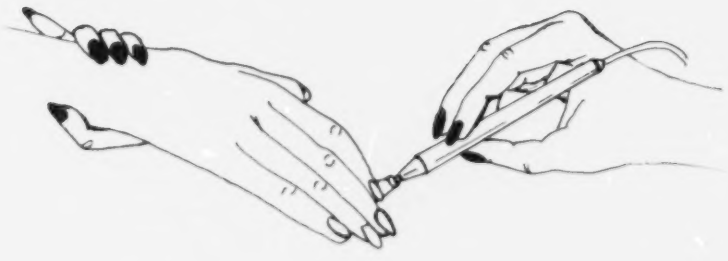
FIgure 9



19. Dry the left hand.
20. Apply nail buffer.

Electric nail buffer

Figure 10



21. Repeat steps 10 through 20 on the right hand.
22. Apply polish.

23. Sanitize implements, equipment and hands.
24. Sanitize work area.
25. Have instructor evaluate your work.

JOB SHEET 7	PREPARING FOR A MANICURE	II

OBJECTIVE 6g

Perform a polish change.

INTRODUCTION

The procedure for giving a polish change and polish application are basically the same.

A polish change would be a service you could recommend if the client has a special need, such as a party; or it could be used as a way to attract new clients.

IMPLEMENTS AND EQUIPMENT

- Camel hair brush
- Towel
- Orangewood stick

SUPPLIES

- Cotton
- Polish remover
- Base coat
- Colored polish
- Top coat or sealer
- Nail drier (optional)

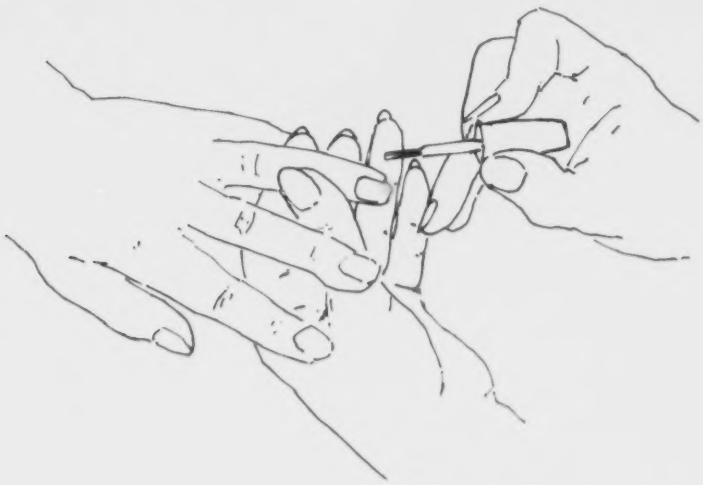
PROCEDURE

1. Sanitize your hands.
2. Prepare manicure table.
3. Sanitize client's hands.
4. Remove old polish.
5. Dry hands and nails thoroughly.
6. Apply base coat to little finger on left hand.

   NOTE: The base coat will make the colored polish adhere more readily, smooth some ridges present on the nail, and aid in preventing the nails from turning yellow from the colored polish.

7. Hold brush with thumb and index finger; steady the hand on the little finger .

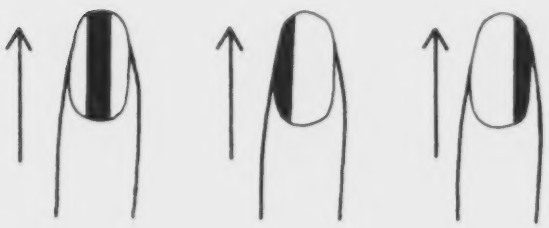
Figure 1



8. Make long, even strokes from the base through free edge of nail.

9. Stroke down the center of the nail and then proceed to polish one side and the other, turning the finger to make application easier.

Figure 2



10. Complete the base coat on the left hand.

11. Proceed to the right hand, applying base coat to the little finger proceeding directly to the thumb.

    NOTE: This procedure allows less chance of smearing the polish.

12. Test base coat by lightly touching nail with tip of forefinger.

    NOTE: If nail is slippery, polish is dry and ready for second coat.

13. Apply desired color to both hands in same manner as base coat.

14. Test colored polish for dryness.

15. Apply second coat in same manner, taking a hairline tip after each nail is polished by wiping thumb in one movement across free edge of nail.

    NOTE: This seals polish and aids in prevention of chipping, and is an optional procedure.

16. Apply top coat or sealer coat on top surface of nail and across free edge of nail

    NOTE: Top coat or sealer coat dries rapidly so it must be applied quickly.

17. Clean around cuticle of nail to remove excess polish by using an orangewood stick dipped in polish remover.

18. Apply nail drier on both hands.

    NOTE: This step is optional.

19. Sanitize implements, equipment and hands.

20. Sanitize work area.

21. Have instructor evaluate your work.

JOB SHEET 8	PREPARING FOR A MANICURE	II

OBJECTIVE 6h

Repair split or broken nails.

INTRODUCTION

A patron may break or tear a nail. When this happens you can correct the problem with nail repair.

Special mending tissue is used. It is saturated with a mending liquid that resembles clear liquid polish. (Perm end wraps and clear polish may be used.)

IMPLEMENTS AND EQUIPMENT

- Regular manicure implements and equipment

SUPPLIES

- Cotton
- Nail mend paper
- Nail mend liquid
- Polish remover

PROCEDURE

A. Sanitize hands.

B. Give plain manicure, omitting polishing steps.

C. Repair split nails.

1. Brush split area of nail with fine (light) side of emery board.

   NOTE: Roughness will help paper adhere more readily.

2. Tear small piece of mending tissue.

   NOTE: Blunt edges do not adhere as well as torn edges.

3. Place mending tissue on flat surface and begin brushing with mending liquid until paper is transparent.

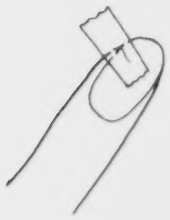
4. Apply mending liquid to nail.

5. Pick up mending tissue with brush from mending liquid or with orangewood stick.

6. Place mending tissue over split.

   NOTE: May be applied only to top of nail as ir nail wrap.

   Figure 1



7. Tuck tissue under free edge using orangewood stick.
8. Repeat procedure if required.
9. Allow nail to dry thoroughly.
10. Polish nails using same procedure as for regular manicure.
11. Sanitize implements, equipment and hands.
12. Sanitize work area.

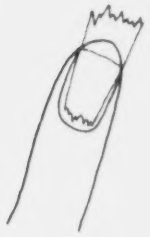
D. Repair broken nails.

   1. Saturate thin wisp of cotton with mending liquid.
   2. Place cotton over nail extending over broken edge.

      Figure 2

3. Place broken tip in place over the cotton.

Figure 3



4. Dip orangewood stick into polish remover and gently turn ends of cotton back under the nail tip.

Figure 4

NOTE: Be sure edges of break are covered.

5. Place a saturated strip of mending tissue diagonally across the nail and tuck the tissue in at the corners beneath the stub of the nail.

Figure 5

NOTE: Saturate mending strip with nail mend liquid.

6. Smooth surface of nail using fingertips or orangewood stick moistened with polish remover.
7. Allow nail to dry thoroughly.
8. Polish nail using procedure for plain manicure.
9. Sanitize implements, equipment and hands.
10. Sanitize work area.
11. Have instructor evaluate your work.

JOB SHEET 9	PREPARING FOR A MANICURE	II

OBJECTIVE 6i

Repair nails with a nail wrap product.

INTRODUCTION

Nail wraps can mend nails in despair, or fortify weak or fragile nails.

Common wrapping materials include: silk, linen, tissue paper and plastic. Bolstering nails with silk will give a smooth, even appearance. Linen, due to its coarseness, will give a more durable wrap, though colored polish will be needed to cover the completed nail. Several manufacturers now make precut swatches of mending material which are adhesive backed and are attached **only** to the front of the nail.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Regular manicure implements and equipment

SUPPLIES

- Silk, linen, fiberglass kit

PROCEDURE

1. Sanitize hands.
2. Set-up manicure table.
3. Give regular manicure omitting polish steps.
4. Buff area to be repaired with fine side of emery board to remove nail shine.

   NOTE: Buff from cuticle to tip, never side to side.
5. Apply 70% alcohol or sterinail.

   NOTE: These products will remove natural oil and sanitize nail.
6. Cut nail wrap to size of area, allow enough to overlap tip of nail.
7. Apply nail adhesive to area.
8. Place wrap over area, use orangewood stick to smooth and adjust.

9. Apply coat of glue over fabric, allow glue and fabric to dry completely. (Remove any glue on skin with orangewood stick dipped in polish remover if needed.)
10. Using fine side of an emery board, file off excess fabric holding board vertically.
11. Buff nail surface until smooth.
12. Apply polish.
13. Sanitize implements, equipment and hands.
14. Sanitize work area.
15. Have instructor evaluate your work.

JOB SHEET 10	PREPARING FOR A MANICURE	II

OBJECTIVE 6j

Repair nails with nail dip method.

INTRODUCTION

Nail dipping is a brand new quick and easy way to mend nails. This method uses any acrylic powder and glue or you can buy a kit.

IMPLEMENTS AND EQUIPMENT

- Regular manicure implements and equipment

SUPPLIES

- Antibacterial solution
- Primer
- Thick adhesive
- Acrylic tipping powder
- Emery board
- Thin adhesive
- Nail polish

PROCEDURE

A. Sanitize hands.

B. Set-up manicure table

C. Give regular manicure, omitting polish.

D. Nail repair:

1. Sand area, using up and down motion.
2. Sanitize nail.
3. Apply the thick adhesive coating to area to be repaired, avoiding the cuticle.
4. While adhesive is still wet, slowly insert the nail into an acrylic dipping powder. After five seconds, remove nail.
5. When nail dries, remove excess powder from the nail surface and lightly file to remove graininess. Be careful not to overfile nail.

6. Seal nail with thin adhesive.
7. Buff.
8. Cleanse nails with soap and water.
9. Apply nail enamel.
10. Sanitize implements, equipment and hands.
11. Sanitize work area.
12. Have instructor evaluate your work.

JOB SHEET 11	PREPARING FOR A MANICURE	II

OBJECTIVE 6k

Treat calluses.

INTRODUCTION

A callus (Keratoma) is an abnormal thickening of the skin caused by rubbing or friction, commonly found on elbows, sides of nails, on fingers where friction is caused by tools used, or where pencil is held. On the foot they may be caused by shoes. In order to protect itself, the skin thickens. Extra socks will often prevent calluses from forming. A commercial product, "moles skin," a soft fabric with adhesive back will help. Thickened skin that is clipped or cut will remain rough. Calluses can be sanded gently and repeatedly in the following manner.

IMPLEMENTS AND EQUIPMENT

- Set-up for hot oil manicure
- Emery board, coarse texture
- Sculpture nail foam board
- Electric sander, callus remover is cylinder of coarse emery paper

NOTE: Any one of the above tools will work.

PROCEDURE

1. Set-up manicure table for hot oil manicure.
2. Remove polish from left hand.
3. File and shape nails on left hand.
4. Gently rub callus with coarse side of emery board or other tool; (see above) must be done on dry skin.

   CAUTION: Do not touch nail plate.
5. Proceed with hot oil manicure. (See Job Sheet 4)

   NOTE: Calluses softened and smoothed in this manner must be followed by hot oil treatment, creams or lotions, to remain soft and pliable.
6. Have instructor evaluate your work.

JOB SHEET 12	PREPARING FOR A MANICURE	II

OBJECTIVE 6I

Remove stains from fingernails.

INTRODUCTION

The nail plate may become stained because of porosity of nail. Using base coat before polish will help prevent stains from colored nail polish. Stains on fingernails may be bleached with prepared nail bleach, peroxide, or lemon juice. A very effective treatment is prepared denture cleanser. It works well and will not dry out nail and cuticle area.

If none of these bleaching treatments are successful, the nail plate may be carefully scraped with an emery board and then buffed.

IMPLEMENTS AND EQUIPMENT

- Set-up for hot oil manicure

SUPPLIES

- Prepared nail bleach
- Peroxide (20 V.)
- Lemon juice
- Prepared denture cleaner

NOTE: Any one of the above materials will work.

PROCEDURE

1. Set-up manicure table for hot oil manicure.
2. Remove polish from left hand.
3. File and shape nails on left hand.
4. Use one of the above materials, following manufacturer's directions. This service adds about 15-30 minutes to the manicure service.
5. Proceed with hot oil manicure. (See Job Sheet 4)
6. Have instructor evaluate your work.

PRACTICAL TEST 1	PREPARING FOR A MANICURE	II

JOB SHEET 1

Arrange the manicuring table.

Student Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Sanitized table with disinfectant.	_____	_____
2. Folded clean cloth or paper towel over manicure cushion or towel.	_____	_____
3. Placed a bowl of warm soapy water to the left of the client.	_____	_____
4. Placed metal implements and orangewood sticks in a sterilizer jar containing 70% alcohol.	_____	_____
5. Arranged creams, lotions, and polish to the left of the manicurist on manicure table in a convenient pattern.	_____	_____
6. Placed the nail file (which has been sponged with alcohol) and fresh emery boards to the right of the manicurist.	_____	_____
7. Attached a small plastic bag to the table with cellophane tape, on either side, for waste materials.	_____	_____
8. Made sure the completed table gave a neat and orderly appearance.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure semi-accurately and completely	Did not follow procedure accurately completely
	4	3	2	1

_____

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 2	PREPARING FOR A MANICURE	II

JOB SHEET 2

Perform a hand/arm massage.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Prepared client, table, and supplies for a massage.	_____	_____
2. Held client's hand while spreading lotion from fingertips to elbow.	_____	_____
3. Applied joint movement to wrist.	_____	_____
4. Used stroking and circular movements on hand and fingers using bone structure for guide.	_____	_____
5. Rotated fingers in large circles.	_____	_____
6. Used circular movements on elbow.	_____	_____
7. Applied stroking movement to forearm.	_____	_____
8. Applied circular movement for forearm.	_____	_____
9. Used wringing movement on forearm.	_____	_____
10. Wiped cream off with towel.	_____	_____
11. Repeated numbers 2 through 10 on other hand.	_____	_____
12. Manipulated insertion to origin.	_____	_____
13. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely accurately	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure and completely
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3	PREPARING FOR A MANICURE	II

JOB SHEET 3

Perform a plain manicure.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Removed old polish.	_____	_____
3. Shaped nails.	_____	_____
4. Soaked nails.	_____	_____
5. Applied cuticle remover or solvent.	_____	_____
6. Removed excess cuticle.	_____	_____
7. Massaged forearm/hand insertion to origin.	_____	_____
8. Brushed and cleansed nails.	_____	_____
9. Applied base coat, polish and topcoat.	_____	_____
10. Sanitized implements, equipment and hands.	_____	_____
11. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key. A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence larget amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job.

PRACTICAL TEST 4	PREPARING FOR A MANICURE	II

JOB SHEET 4

Perform a hot oil manicure.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Removed old polish.	_____	_____
3. Shaped nails.	_____	_____
4. Soaked nails in hot oil treatment.	_____	_____
5. Massaged forearm/hand—insertion to origin.	_____	_____
6. Wiped off with towel.	_____	_____
7. Performed cuticle treatment.	_____	_____
8. Brushed and cleansed nails.	_____	_____
9. Applied base coat, polish and topcoat.	_____	_____
10. Sanitized implements, equipment and hands.	_____	_____
11. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 5	PREPARING FOR A MANICURE	II

JOB SHEET 5

Perform a manicure on a man.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Shaped and soaked nails.	_____	_____
3. Applied cuticle remover.	_____	_____
4. Removed excess cuticle.	_____	_____
5. Brushed and cleansed nails.	_____	_____
6. Applied buffing powder or paste and buffed or washed nails. (Optional)	_____	_____
7. Applied clear polish. (Optional)	_____	_____
8. Sanitized implements, equipment and hands.	_____	_____
9. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely
	4	3	2	1
	Polish applied in correct sequence no polish on skin or cuticle	Polish applied in correct sequence small amount on skin or cuticle	Polish applied in correct sequence large amount on skin or cuticle	Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 6	PREPARING FOR A MANICURE	II

JOB SHEET 6

Perform an electric manicure.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Removed old polish.	_____	_____
3. Shaped nails.	_____	_____
4. Soaked nails.	_____	_____
5. Applied cuticle remover.	_____	_____
6. Removed excess cuticle.	_____	_____
7. Massaged forearm/hand, brushed and cleaned nails.	_____	_____
8. Applied base coat, polish and topcoat.	_____	_____
9. Sanitized implements, equipment and hands.	_____	_____
10. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 7	PREPARING FOR A MANICURE	II

JOB SHEET 7

Perform a polish change.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
A. Prepared client and table for polish change.	_____	_____
B. Removed old polish.	_____	_____
C. Applied nail enamel.	_____	_____
1. Began with little finger.	_____	_____
2. Applied base coat.	_____	_____
3. Applied color enamel.	_____	_____
4. Cleansed excess enamel from cuticle and free edge.	_____	_____
5. Applied sealer.	_____	_____
6. Applied quick-dry to nails.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 8	PREPARING FOR A MANICURE	II

JOB SHEET 8

Repair split or broken nails.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
Split Nail		
1. Prepared client and table for nail repair.		
2. Gave regular manicure, omit polish.	_____	_____
3. Filed area with emery board, lightly.	_____	_____
4. Applied tissue and liquid.	_____	_____
5. Molded tissue over split.	_____	_____
6. Dried thoroughly and applied polish.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
Broken Nail		
1. Prepared client and table for nail repair.	_____	_____
2. Applied cotton with liquid.	_____	_____
3. Placed tip over cotton.	_____	_____
4. Molded cotton.	_____	_____
5. Applied mending strip.	_____	_____
6. Smoothed surface with remover.	_____	_____
7. Dried thoroughly.	_____	_____
8. Applied polish.	_____	_____
9. Sanitized implements, equipment and hands.	_____	_____
10. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 9	PREPARING FOR A MANICURE	II

JOB SHEET 9

Repair nails with a nail wrap product.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for nail repair.	_____	_____
2. Buffed nail, removed shine.	_____	_____
3. Applied alcohol or sterinail.	_____	_____
4. Applied wrap and adhesive.	_____	_____
5. Removed excess fabric and glue.	_____	_____
6. Buffed repaired area to smooth.	_____	_____
7. Applied polish.	_____	_____
8. Sanitized implements, equipment and hands.	_____	_____
9. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely

	4	3	2	1
	Polish applied in correct sequence no polish on skin or cuticle	Polish applied in correct sequence small amount on skin or cuticle	Polish applied in correct sequence large amount on skin or cuticle	Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 10	PREPARING FOR A MANICURE	II

JOB SHEET 10

Repair nails with nail dip method.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for nail repair.	_____	_____
2. Applied thick glue and powder.	_____	_____
3. Filed nails.	_____	_____
4. Applied thin glue and buffed.	_____	_____
5. Cleaned cuticle area and nail.	_____	_____
6. Finish nails as desired.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 11	PREPARING FOR A MANICURE	II

JOB SHEET 11

Treat callouses.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Removed polish.	_____	_____
3. Filed nails.	_____	_____
4. Applied sanding treatment.	_____	_____
5. Performed oil manicure.	_____	_____
6. Sanitized implements, equipment and hands.	_____	_____
7. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
	Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 12	PREPARING FOR A MANICURE	II

JOB SHEET 12

Remove stains from fingernails.

Name _____ Score _____

Evaluator's Name _____ Attempt No. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client and table for manicure.	_____	_____
2. Removed polish.	_____	_____
3. Filed nails.	_____	_____
4. Applied stain treatment.	_____	_____
5. Performed oil manicure.	_____	_____
6. Sanitized implements, equipment and hands.	_____	_____
7. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

4	3	2	1
Followed procedure accurately and completely	Followed procedure semi-accurately and completely	Followed procedure less than semi-accurately and completely	Did not follow procedure accurately or completely

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST	PREPARING FOR A MANICURE	II

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with supplies used for manicuring to their correct definitions. Write the correct letters in the blanks.

____ 1. Removes dirt or stain from nails

____ 2. Dissolves polish on nails

____ 3. Softens cuticle to allow easy removal

____ 4. Treats dry and brittle cuticle

____ 5. Keeps the tips of nails under free edge from appearing yellow

____ 6. Forms a hard gloss; may add color to nails

____ 7. Thins nail polish that has thickened

____ 8. Gives gloss to the nail when buffed

____ 9. Gives nails added strength

____ 10. Gives tough, protective finish to lacquered nails

____ 11. Aids in preventing stains and causes polish to adhere more readily

____ 12. Seals nail polish and prevents it from chipping or cracking

____ 13. Smoothes irregular nail ridges

____ 14. Replaces natural oils lost from the skin and keeps skin soft

____ 15. Treats severely damaged cuticles and hands

a. Nail strengthener
b. Hand lotion
c. Alum
d. Nail drier
e. Cuticle solvent
f. Styptic powder
g. Nail cleanser
h. Solvent
i. Nail whitener
j. Polish remover
k. Powder or paste polish
l. 70% alcohol
m. Base coat
n. Abrasive
o. Hot oil
p. Lacquer
q. Cuticle oil
r. Cuticle cream
s. Top coat

OBJECTIVE 2

Match terms associated with equipment and implements used in manicuring to their correct definition. Write the correct letters in the blanks.

____1. Shapes free edge of nail

____2. Shapes and bevels free edge of nail

____3. Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle

____4. Trims excess cuticle around nail

____5. Brushes away loosened and dead cuticle; cleanses nails

____6. Adds gloss to nails when used with a powder or paste

____7. Remove small bits of cuticle from around the nail

____8. Stores metal implements during manicure

a. Toenail clippers

b. Sterilizer container

c. Nail buffer

d. Nail file

e. Metal pusher

f. Orangewood stick

g. Emery board

h. Cuticle nippers/ scissors

i. Nail brush

j. Foot bath container

k. Hot oil heater

l. Finger bowl

m. Tweezers

OBJECTIVE 3

Match the terms associated with performing related nail services to their correct definitions. Write the correct letters in the blanks.

____ 1. Resembles tissue paper, perm end-wraps may be used.

____ 2. Used to remove stains from free edge of nail tips

____ 3. Used to roughen nail plate before applying artificial nails, also to smooth surface of natural nail

____ 4. Bonding agent used to attach nail tips and as an adhesive between the nail and powders used to create artificial nails.

____ 5. Smooth fiber materials used to strengthen and protect natural nails

____ 6. Resembles clear liquid polish

____ 7. Solvent used to cleanse and dry the nail in preparation for artificial nail application

____ 8. Used to remove excess length and to smooth extremely rough surfaces on acrylic nail plates.

____ 9. Solvent used to soften and remove artificial nails

___ 10. Combination of acrylic and plasticizer used to perform nail repair.

a. Callus remover

b. Three grain buffer

c. Linen or Silk

d. Nail primer

e. Buffing disc

f. Foam emery board

g. Mending tissue

h. Nail bleach

i. Mending liquid

j. Nail powder

k. Acetone

l. Nail glue

OBJECTIVE 4

Complete sentences about different types of manicures. Write the correct answers in the blanks.

1. _____ manicures are different in that the hands are soaked in warm oil rather than in warm, soapy water.

2. Warm soapy water is used to cleanse and soak the nails in a/an _____ manicure.

3. Attachments are used to do a faster and more efficient job when giving a/an _____ manicure.

4. _____ manicures follow the same procedure as regular manicures; neutral finish or clear polish may be preferred.

OBJECTIVE 5

Choose the best word to complete statements about sanitation and safety procedures necessary for manicuring. Write the correct letters in the blanks.

1. Discard _____ after each use.
2. Manicure tables should be _____ after each use.
3. Store metal _____ in sterilizer container during manicure.
4. Label all _____ .
5. Do not file too _____ into corners of nails.
6. Do not use _____ of the metal pusher to cleanse under nails.
7. Do not apply too much _____ at the base of the nail.
8. Apply an _____ to injured skin.
9. Avoid _____ during the buffing procedure.
10. Recap all bottles _____ after use to avoid spills.

a. sharp point
b. containers
c. antiseptic
d. immediately
e. emery boards
f. implements
g. storing
h. pressure
i. sanitized
j. deeply
k. friction
l. contagious

NOTICE

The following Job Sheets are not a part of the written test. If these have not been completed, check with your instructor.

OBJECTIVE 6

Demonstrate the ability to

a. Arrange the manicuring table. RATING _____

b. Perform a hand/arm massage. RATING _____

c. Perform a plain manicure. RATING _____

d. Perform a hot oil manicure. RATING _____

e. Perform a manicure on a man. RATING _____

f. Perform an electric manicure. RATING _____

g. Perform a polish change. RATING _____

h. Repair split or broken nails. RATING _____

i. Repair nails with a nail wrap product. RATING _____

j. Repair nails with nail dip method. RATING _____

k. Treat calluses. RATING _____

l. Remove stains from fingernails. RATING _____

OBJECTIVE 1

1. g
2. j
3. e
4. r
5. i
6. p
7. h
8. k
9. a
10. d
11. m
12. s
13. n
14. b
15. o

OBJECTIVE 2

1. d
2. g
3. f
4. h
5. i
6. c
7. m
8. b

OBJECTIVE 3

1. g
2. h
3. e
4. l
5. c
6. i
7. d
8. f
9. k
10. j

OBJECTIVE 4

1. hot oil
2. regular
3. electric
4. men's

OBJECTIVE 5

1. e
2. i
3. f
4. b
5. j
6. a
7. h
8. c
9. k
10. d

OBJECTIVE 6

Refer to Practical Tests for Job Sheets 1 through 12.

OBJECTIVE SHEET	PREPARING FOR A PEDICURE	III

INTRODUCTION

Pedicuring is the care of the feet, toes, and toenails. It has become an important salon service with today's shoe fashions. Neglected foot care can lead to other serious and uncomfortable problems. A painless, properly functioning foot is essential for the well being of the whole body. Painful or abnormal feet can lead to bad posture, fatigue, headaches, muscle cramps, and backaches. Knowledge of the structure and functions of the leg and foot will improve the professional skill of the manicurist.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify supplies, implements, and equipment used in giving a pedicure. He/she should also be able to prepare and perform a pedicure service and recognize the anatomy of the leg and foot. The student will demonstrate these competencies by completing job sheets, practical tests, and written test with a minimum of 85 percent accuracy.

PREREQUISITES

NONE

SPECIFIC OBJECTIVE

After completing this unit, the student will be able to

1. Match supplies, equipment, and implements associated with pedicuring to their correct functions.
2. Identify equipment and implements used in pedicuring.
3. Match terms associated with the muscles of the leg and foot to their correct functions.
4. Match terms associated with the nerves of the leg and foot to their correct functions.
5. Label the bones of the leg and foot.
6. Label the muscles of the leg and foot.
7. Label the nerves of the leg and foot.

8. Demonstrate the ability to

   a. Prepare the pedicure work area. (Job Sheet 1)

   b. Prepare the client. (Job Sheet 2)

   c. Perform a pedicure. (Job Sheet 3)

   d. Perform leg and foot massage. (Job Sheet 4)

   e. Perform a polish change. (Job Sheet 5)

SUGGESTED ACTIVITIES	PREPARING FOR A PEDICURE	III

PREPARATION

- Order video tapes and other media to supplement unit.
- Ask a podiatrist to speak to the class about problems he/she sees occur, and how to use healthy foot care.
- Ask an athlete or coach to speak to the class for the anatomical part of the series.

  NOTE: Please provide guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Set-up a demonstration table for the classroom with supplies, equipment and implements for a pedicure. Explain name and function.
- Emphasize that general knowledge is necessary to give a good pedicure. When your feet hurt, you hurt all over.

Objectives 3 through 7

- Identify bones, muscles and nerves.
- Ask students if they have had a muscle cramp. Locate and name that muscle. Ask students if they have had a numbness of the foot or leg, which can be called foot "going to sleep." Locate and name that nerve.

APPLICATION

Objective 8

- Use Job Sheet 1 to give the student practice in preparing the pedicure work area.
- Use Job Sheet 2 to give the student practice in preparing the client.
- Use Job Sheet 3 to give the student practice in performing a pedicure.
- Use Job Sheet 4 to give the student practice in performing leg and foot massage.

- Use Job Sheet 5 to give the student practice in performing a polish change.
- Use Activity Sheets 1 and 2.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may resubmit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Cosmetology Preparation for Licensing* (video)
- *Trichology and Nail Review* (Filmstrips on video, 6 parts, 81 min.)
- *Skin and Hair Care* (Filmstrips - 4 parts)

  NOTE: These videos and filmstrips are available from Vocational Media Associates, Box 1050, Mount Kisco, New York 10549-0050, or call 1-800-431-1242.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, 2nd Edition. St. Paul, Minnesota: West Publishing Company, 1988.
- Cimaglia, Alice R. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Corporation, 1988.
- Colletti, Anthony B. *Cosmetology, The Keystone Guide to Beauty Culture*. New York, New York: Keystone Publications, 1970.
- Dalton, John W. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1985.

- Franco, Sylvia, Adella Moore, and Gary Oakly. *The World of Cosmetology, A Professional Text*. New York, New York: Glencoe/McGraw-Hill, 1980.

- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corporation, 1988.

PRETEST ANSWERS	PREPARING FOR A PEDICURE	III

EVALUATOR

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1
2	2
3	3
4	4
5	5
6	6
7	7

ANSWER

1. b
2. c
3. d
4. c
5. b
6. a
7. d

OBJECTIVE 8

Refer to Practical Tests for Job Sheet(s) 1 through 5.

NAME _____ SCORE _____

1. The implement used to remove excessive nail length is the:
   a. metal pusher
   b. emery board
   c. cuticle scissor
   d. buffer
2. The implement used for trimming the cuticle is a:
   a. buffer
   b. pusher
   c. nipper
   d. brush
3. The main muscle that elevates the foot and leg is the:
   a. soleus
   b. peroneus brevis
   c. gastrocnemius
   d. tibialis anterior
4. The nerve which supplies the inside of the foot and leg is the:
   a. tibial
   b. cutaneous sural
   c. saphenous
   d. common peroneal
5. The Shinbone is called the:
   a. femur
   b. tibia
   c. patella
   d. fibula

6. The muscle located on the front of the shinbone is the:

   a. tibialis anterior

   b. peroneus brevis

   c. peroneus longus

   d. soleus

7. The principle nerve of the foot is the:

   a. tibial

   b. common peroneal

   c. saphenous

   d. cutaneous dorsal

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

Demonstrate the ability to

a. Prepare the pedicure work area. RATING_____

b. Prepare the client. RATING_____

c. Perform a pedicure. RATING_____

d. Perform leg and foot massage. RATING_____

e. Perform a polish change. RATING_____

INFORMATION SHEET	PREPARING FOR A PEDICURE	III

OBJECTIVE 1

Match supplies, equipment, and implements associated with pedicuring to their correct functioas.

- **Cuticle cream**—Cream applied to the cuticle around the nail to soften and lubricate the cuticle
- **Cuticle nippers**—Trims excess cuticle from around nail
- **Cuticle solvent**—Cosmetic used to soften the skin around the nail
- **Emery board**—Implement used to remove excess length from the nail and to shape the nail
- **Foot bath**—Two are needed, one contains disinfectant, one contains soapy water
- **Lotion**—Replaces natural oils lost from the skin and keeps skin soft
- **Low stool**—For cosmetologist to sit on or on which to rest client's foot
- **Orangewood stick**—Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle
- **Polish remover**—Cosmetic used to soften and remove polish from the nails
- **Toenail clippers**—A small cutting implement with two cutting edges used to remove the free edge of the nail

OBJECTIVE 2

Identify equipment and implements used in pedicuring.

A. Nail file

B. Emery board

C. Orangewood stick

D. Cuticle nippers

E. Nail brush

F. Metal pusher

G. Cuticle scissors

H. Nail buffer

I. Tweezers

J. Sterilizer container

K. Finger bowl (bath)

L. Hot oil heater

M. Toenail clippers

N. Plastic container for foot bath

OBJECTIVE 3

Match terms associated with the muscles of the leg and foot to their correct functions.

The main muscles of the lower leg affected by massage are:

1. **Tibialis anterior-front (tib-e-al-is)**—It elevates and flexes the foot up and inward.
2. **Extensor digitorum longus (dig-ee-to-rum)**—It extends toes and flexes the foot up.
3. **Peroneus longus-long (per-o-ne-us)**—Its action turns the foot down and out.
4. **Peroneus brevis-short**—It bends the foot down and out.
5. **Soleus (so-le-us)**—It extends and rotates the foot.
6. **Gastrocnemius (gas-trok-nee-me-us)**—It flexes the foot and leg.

NOTE: The principal tendon at the back of the heel is called the "Tendon of Achilles."

OBJECTIVE 4

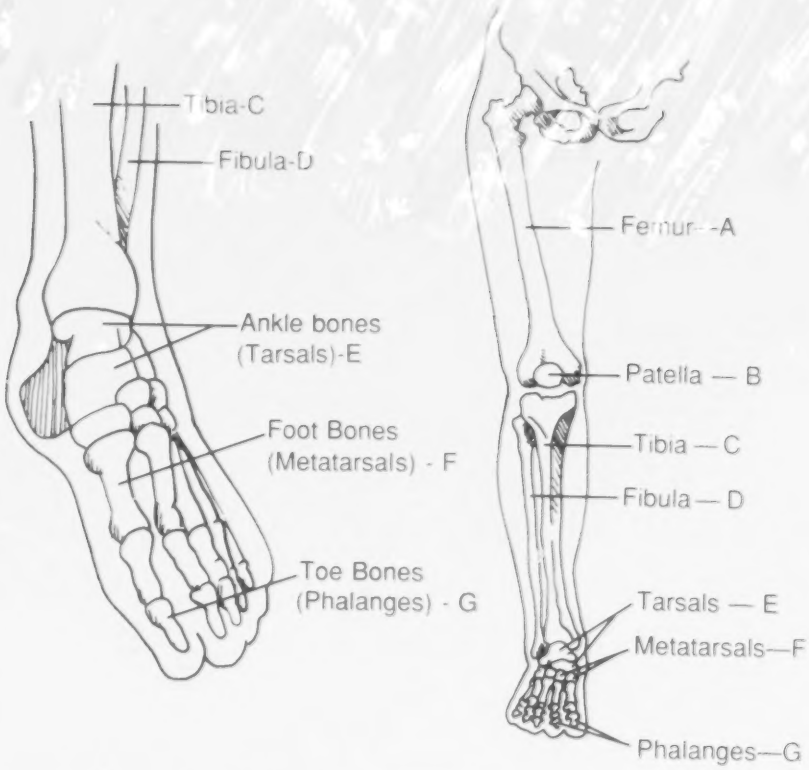
Match terms associated with the nerves of the leg and foot to their correct functions.

The main nerves of the lower leg and foot are:

1. **Tibial (tib-i-al)**—Supplies the knee, muscles of the calf, the skin of the leg, heel, sole of the foot and the bottom of toes
2. **Common peroneal (per-o-ne-al)**—Affects the peroneal muscles, skin of the foot and toes
3. **Saphenous (sa-phe-nous)**—Supplies the inside of the leg and foot
4. **Cutaneous sural (ku-ta-ne-us-su-ral)**—Supplies the outside and back of the leg and foot
5. **Cutaneous dorsal (ku-ta-ne-us-dor-sal)**—Supplies the top of the foot and is the principal nerve of the foot

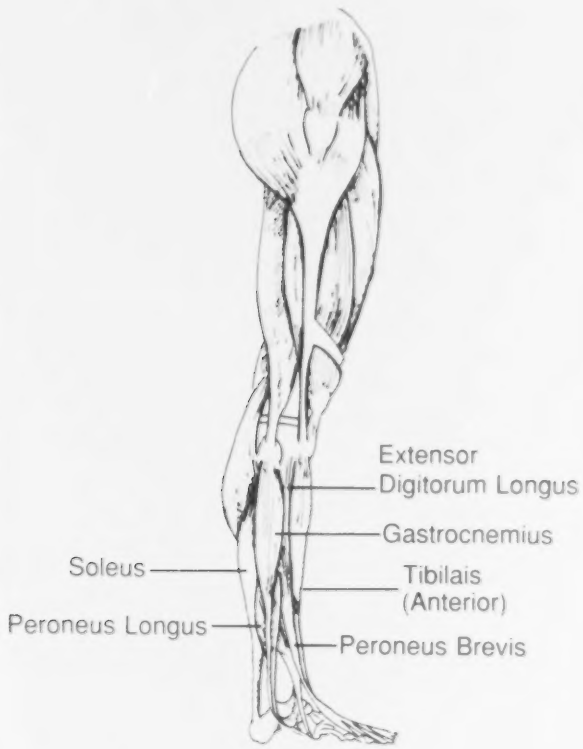
OBJECTIVE 5

Label the bones of the leg and foot.



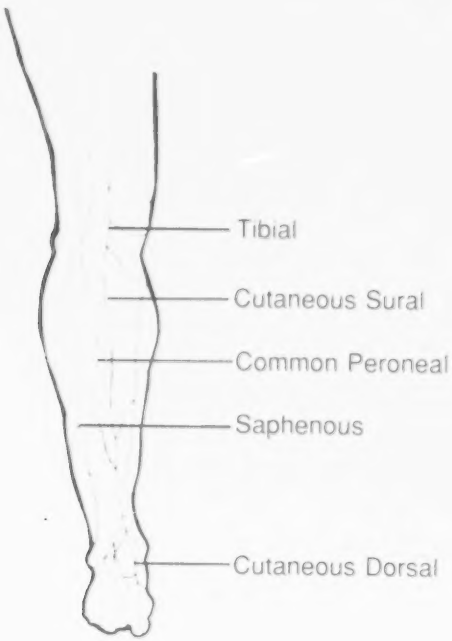
Name of Bone	Number	Location
1 Femur	2	Thighbone, which is the longest, strongest bone in the body
2 Patella	2	Kneecap
3 Tibia	2	Shinbone, which is the largest bone in lower leg
4 Fibula	2	Long, slender bone on outside of lower leg
5 Tarsals	14	Ankle bones, which form heel and front and back half of foot
6 Metatarsals	10	Long bones that form framework of sole of foot
7 Phalanges	28	Miniature, long bones of toes: two in each great toe, three in other toes

OBJECTIVE 6 **Label the muscles of the leg and foot.**



Name of muscle	Location
1. Tibialis anterior	Front of shin bone
2. Extensor digitorum longus	Side of tibia and upper surface of fibula
3. Peroneus longus	Outer side of calf
4. Peroneus brevis	Upper portion of fibula
5. Soleus	Forms calf of leg
6. Gastrocnemius	Forms calf of leg

OBJECTIVE 7 **Label the nerves of the leg and foot.**



Name of nerve	Location
1. Tibial (tib-i-al)	Thigh, passes behind knee
2. Common peroneal (per-o-ne-al)	Front of the fibula
3. Saphenous (sa-phe-nous)	Lower leg
4. Cutaneous sural (ku-ta-ne-us-su-ral)	Below knee
5. Cutaneous dorsal (ku-ta-ne-us-dor-sal)	Foot

NAME _____ SCORE _____

SKIN AND NAIL ANALYSIS OF FEET

INTRODUCTION

To give your client the most professional pedicuring service possible, you have to perform a careful analysis of the skin and nail area of the feet. This assignment will provide you with a systematic procedure for examining and recording your judgments.

DIRECTIONS

Complete the analysis of the skin and nails of the feet, and record the appropriate information on the form. Consult with the client during the skin and nail analysis.

Answers will vary.

SKIN AND NAIL ANALYSIS CHART

Name _____ Day Phone No. _____

Address _____ Evening Phone No. _____

Operator_____ Date _____

Diseases and Disorders Untreatable by Cosmetologist

_____ Athlete's foot (Dermatophytosis tinea pedia)
_____ Plantar warts (Verruca plantaris)
_____ Bunions (Hallux valgus)
_____ Ingrown nail (Onychocryptosis)
_____ Corns (Clavis durum malle)
_____ Calluses (Thick and very deep)
_____ Foul smelling sweat (Bromidrosis)

Evaluation of the Foot and Nail

Texture of nail:	Thin-soft	Medium	Thick-coarse
Type of pedicure:	Plain	Deluxe	
Hypersensitivity:	Yes	No Results	

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ACTIVITY SHEET 2	PREPARING FOR A PEDICURE	III

NAME _____ SCORE _____

GIVING A PEDICURE

INTRODUCTION

Your ultimate goal as a pedicurist is to perform the procedures of your service with professional expertise. The following activity will help you achieve this goal. It lists the major steps of the procedure in sequential order.

DIRECTIONS

1. Assemble the necessary supplies, equipment, and cosmetics using the comprehensive list provided.
2. Perform the necessary analysis.
3. Select and use appropriate cosmetics and techniques.
4. Perform the appropriate steps of procedure.
5. Complete the service, checking off each step.

Answers will vary.

Date of Practice	Name of Model	Evaluation	Instructor's Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A. Prepare for Pedicure

_____ Assemble and organize supplies, equipment and cosmetics.
_____ Read client record card.
_____ Greet and prepare client.
_____ Perform a skin and nail analysis.

B. Perform a Pedicure

_____ Remove enamel.
_____ Remove excess nail length.
_____ Contour nails.
_____ Buff nail plate.
_____ Massage cuticle area.
_____ Remove hangnails.
_____ Massage feet.
_____ Apply lightening agent.
_____ Remove cosmetics.
_____ Condition nail plate.
_____ Apply enamels.
_____ Clean flooded nails.

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JOB SHEET 1	PREPARING FOR A PEDICURE	III

OBJECTIVE 8 a

Prepare the pedicure work area.

INTRODUCTION

Preparation for a pedicure will depend on the equipment and work area provided. Privacy provided by the area chosen or with a screen will be helpful. The client can be seated in a facial chair with ottoman or comfortable chair.

A good arrangement is to have the client face you and have the materials and equipment on a manicure table between or beside you, within reach.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Toenail clippers
- Nail brush
- Cotton container
- Wet sanitizer containing pedicuring implements
- Low stool for cosmetologist
- Ottoman for client's feet
- Footbath with disinfectant/antiseptic
- Foot bath with soapy water

SUPPLIES

- Alcohol
- Towels
- Cotton
- Tray with nail polish and supplies
- Supplies same as for a regular manicure

NOTE: The sanitation and safety procedures are the same for the pedicure that are in Unit II for the manicure.

PROCEDURE

1. Sanitize your hands.
2. Cleanse table with disinfectant.
3. Prepare table.
4. Prepare plastic containers for feet.
   a. Place disinfectant and warm water in one container.

      NOTE: Disinfectant mixture may need to be strong.

   b. Place nail cleanser and warm water in the other container.
5. Place containers on floor between you and client.
6. Place towel on floor for client's feet.
7. Have instructor evaluate your work.

JOB SHEET 2	PREPARING FOR A PEDICURE	III

OBJECTIVE 8b

Prepare the client. (Activity Sheet 1)

INTRODUCTION

Greet and direct client to a chair or lounge. Provide a private area for the client to remove shoes, hose and/or socks. Make sure client is comfortable.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Toenail clippers
- Nail brush
- Cotton container
- Wet sanitizer containing pedicuring implements
- Low stool for cosmetologist
- Ottoman for client's feet
- Footbath with disinfectant/antiseptic
- Footbath with soapy water

SUPPLIES

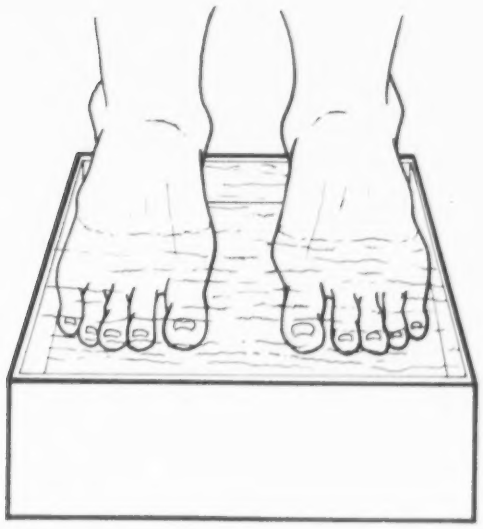
- Alcohol
- Towels
- Cotton
- Tray with nail polish and supplies
- Supplies same as for a regular manicure

PROCEDURE

1. Prepare client.
2. Remove shoes, hose and/or socks.

3. Make client comfortable.
4. Place client's feet on a clean towel on footrest.
5. Sanitize your hands, and take your position on the pedicure stool.
6. Analyze the client's feet, toe nails, and skin to decide what care will be needed.
7. Place client's feet in disinfectant bath for three to five minutes.
8. Remove feet from disinfectant bath.
9. Place in soapy foot bath.

Figure 1



10. Dry the left foot, holding it in your lap while drying.
11. Discuss your analysis with the client.
12. Ask what he or she wants done.
13. Make your best judgement about what care is needed.
14. Record your analysis of the skin and nails.
15. Have instructor evaluate your work.

JOB SHEET 3	PREPARING FOR A PEDICURE	III

OBJECTIVE 8c

Perform a pedicure. (Activity Sheet 2)

INTRODUCTION

A pedicure is performed much like a manicure. It has become a popular salon service.

Neglected toenails and skin can cause discomfort and some clients because of health are unable to perform good foot care. This service is an excellent opportunity to introduce yourself to a client.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Toenail clippers
- Nail brush
- Cotton container
- Wet sanitizer containing pedicuring implements
- Low stool for cosmetologist
- Ottoman for client's feet
- Footbath with disinfectant/antiseptic
- Footbath with soapy water

SUPPLIES

- Alcohol
- Towels
- Cotton
- Tray with nail polish and supplies
- Supplies same as for a regular manicure
- Pumice stone

PROCEDURE

1. Place client's feet in disinfectant and foot bath for 3 to 5 minutes.
2. Dry with towel.

   NOTE: Left foot will remain in lap to begin pedicure procedure.

   Figure 1

3. Remove old nail polish.
4. Saturate one cotton ball at a time.
5. Begin with big toe and proceed in sequence to little toe.

6. Remove old polish sliding cotton downward with remover.

   NOTE: Place used cotton balls in plastic bag.

   Figure 2

7. Shape toenails with the emery board and/or toenail clippers, depending on how long the nails are.

   CAUTION: Remember not to file or clip the nails too far into the corners, or an ingrown nail could develop. File nails straight across gradually rounding corners.

   Figure 3

   Figure 4

8. Soak other foot at this time.
9. Apply pumice stone to rough area on foot while it remains in bath.
10. Apply cuticle softener to toenails on left foot.

11. Use orangewood stick covered with small amount of cotton to carefully remove unneeded cuticle softener.

Figure 5

CAUTION: Be careful not to injure the matrix of the toenail by applying too much pressure with orangewood stick or cuticle pusher.

12. Nip loose or ragged cuticles on toenails.

Figure 6

13. Apply nail cream around cuticle.

14. Clean free edge of nails, using cotton tipped orangewood stick and solvent or polish remover.

Figure 7

15. Apply moisturizing cream to the foot and leg.

16. Massage the foot and leg. (See Job Sheet 4)

17. Repeat steps 2 through 16 on the right foot.

18. Remove all traces of cream from nails using foot bath and nail brush.

19. Dry each foot.

20. Use cotton between toes to separate for polish application.

    NOTE: If toes are not separated, nails may smear. Plastic sandles designed for pedicures may be used.

21. Check nails to make sure all cream and residue have been removed, or polish will not stick to the nail. Any removal can be done with alcohol on cotton.

22. Apply base coat to the toenails of one foot.

Figure 8

23. Repeat steps 20 through 22 on the other foot.
24. Apply nail enamel (polish) to one foot; then the other.
25. Allow at least 20 minutes for enamel to dry before permitting client to put on shoes.
26. Sanitize implements, equipment and hands.
27. Sanitize work area.
28. Have instructor evaluate your work.

JOB SHEET 4	PREPARING FOR A PEDICURE	III

OBJECTIVE 8d

Perform leg and foot massage.

INTRODUCTION

A leg and foot massage can be a welcome service to give soothing relief to tired aching feet. It is attention to the smallest detail, like kneading a sore muscle, that a client remembers, so pay close attention to his or her reaction as you apply pressure. Massage should be from insertion to origin. Origin will always be closest to the heart on arms and legs.

CAUTION: Clients with varicose veins should not have their legs massaged.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Toenail clippers
- Nail brush
- Cotton Container
- Wet sanitizer containing pedicuring implements
- Low stool for cosmetologist
- Ottoman for client's feet
- Footbath with disinfectant/antiseptic
- Footbath with soapy water

SUPPLIES

- Alcohol
- Towels
- Cotton
- Tray with nail polish and supplies
- Supplies same as for a regular manicure

PROCEDURE

NOTE: The foot massage may be extended to the leg. When massaging from the ankle to the knee, do not massage over the shinbone or above the knee. Keep the pressure on the muscle side of the shinbone.

1. Apply lotion or cream to the area.

   Figure 1

2. Apply light stroking movements to the foot and leg. Slide fingers and thumb up from toes to ankle.
3. Use the bone structure as an outline. (Effleurage)
4. Repeat 3 times.

   Figure 2

5. Using firm rotary movements, start on toes and work up to the ankle.
6. Slide firmly back to the heel.

7. Repeat same movements to each side of the foot.

NOTE: Repeat 3 times.

Figure 3

Figure 4

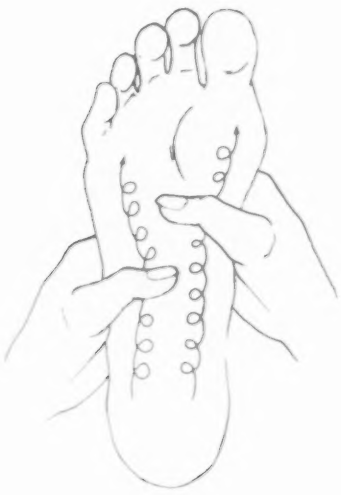
8. Massage from toes using circular movements up to heel.

Figure 5

9. Supporting the foot on your lap, place your thumbs on tips of toes.

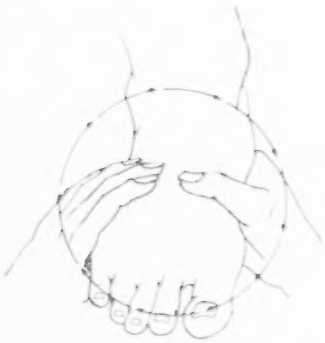
10. Rotate across the soles moving toward ankle/heel.

Figure 6



11. Place the left hand on the ankle and the right hand on the ball of the foot.
12. Rotate foot about six times. Three times each way.

Figure 7



13. Repeat steps 1 through 12 on the other leg and foot.
14. Wipe off massage cream with towel.

15. Using foot bath and nail brush, remove excess lotion from nails of each foot.
16. Dry each foot.
17. Sanitize implements, equipment and hands.
18. Sanitize work area.
19. Have instructor evaluate your work.

JOB SHEET 5	PREPARING FOR A PEDICURE	III

OBJECTIVE 8e

Perform a polish change.

INTRODUCTION

Nails can work for you or against you, depending on their appearance. At their best, nails are instant glamorizers. Maintaining polished, professional nails is one of the small things a client can do to make him/her feel good about himself/herself.

IMPLEMENTS AND EQUIPMENT

- Nail file
- Emery board
- Toenail clippers
- Nail brush
- Cotton container
- Wet sanitizer containing pedicuring implements
- Low stool for cosmetologist
- Ottoman for client's foot
- Footbath with disinfectant/antiseptic
- Footbath with soapy water

SUPPLIES

- Alcohol
- Towels
- Cotton
- Tray with nail polish and supplies
- Supplies same as for a regular manicure

PROCEDURE

1. Perform steps on Job Sheets 1 and 2; this will prepare both area and client.
2. Remove the old polish from both feet.

   Figure 1

3. Check nails for shape, perform necessary repairs.

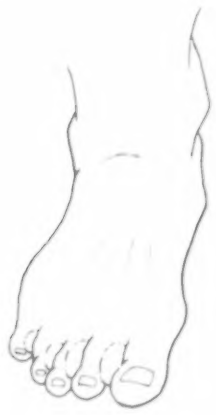
   NOTE: Shape with emery board or toenail clippers.

   For polish application, use cotton between toes to separate each toe for the polish application, otherwise, nails may smear. Plastic sandles designed for pedicures may be used.

   Figure 2

4. Separate toes with cotton.

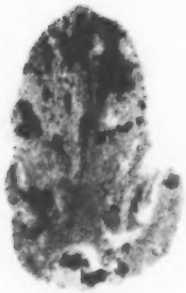
Figure 3



5. Check nails to make sure all residue is removed, or polish will not stick to the nail.

6. Apply base coat to the toenails of one foot then the other.

Figure 4



7. Allow to dry.
8. Apply nail enamel (polish) to one foot then the other.

Figure 5

9. Allow at least 20 minutes for enamel to dry before permitting client to put on shoes.
10. Sanitize implements, equipment and hands.
11. Sanitize work area.
12. Have instructor evaluate your work.

PRACTICAL TEST 1	PREPARING FOR A PEDICURE	III

JOB SHEET 1

Prepare the pedicure work area.

Student's name _____ Date _____

Evaluator's name _____ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Sanitized and prepared table.	_____	_____
3. Prepared foot bath containers.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure accurately and completely
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program; limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 2	PREPARING FOR A PEDICURE	III

JOB SHEET 2

Prepare the client.

Student's name _____ Date _____

Evaluator's name _____ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Prepared client.	_____	_____
3. Prepared foot bath.	_____	_____
4. Gave foot bath.	_____	_____
5. Examined foot and toenails.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure accurately and completely
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program; limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 3	PREPARING FOR A PEDICURE	III

JOB SHEET 3

Perform a pedicure.

Student's name _____ Date _____

Evaluator's name _____ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client for pedicure.	_____	_____
2. Prepared and gave foot bath.	_____	_____
3. Examined feet and toenails.	_____	_____
4. Removed old polish.	_____	_____
5. Shaped nails.	_____	_____
6. Softened and pushed back cuticle.	_____	_____
7. Massaged with cuticle cream.	_____	_____
8. Gave leg and foot massage.	_____	_____
9. Prepared toes for polish.	_____	_____
10. Applied polish to toenails.	_____	_____
11. Sanitized implements, equipment and hands.	_____	_____
12. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure accurately and completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program; limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 4	PREPARING FOR A PEDICURE	III

JOB SHEET 4

Perform leg and foot massage.

Student's name _____ Date _____

Evaluator's name _____ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Prepared client, table, and supplies for a massage.	_____	_____
2. Applied lotion to area.	_____	_____
3. Applied stroking movements. (REPEATED EACH MOVEMENT 3 TIMES)	_____	_____
4. Applied circular movements.	_____	_____
5. Applied joint (rotary) movements to ankle, ball of foot, and toes.	_____	_____
6. Removed cream, cleaned nails for polish.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure accurately and completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 5	PREPARING FOR A PEDICURE	III

JOB SHEET 5

Perform a polish change.

Student's name _____ Date _____

Evaluator's name _____ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Prepared client and area for polish change.	_____	_____
2. Removed old polish and checked nails.	_____	_____
3. Applied base coat.	_____	_____
4. Applied colored enamel.	_____	_____
5. Cleaned excess enamel from cuticle and free edge.	_____	_____
6. Applied sealer.	_____	_____
7. Used nail-dry.	_____	_____
8. Sanitized implements, equipment and hands.	_____	_____
9. Sanitized work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure semi-accurately and completely	1 Did not follow procedure accurately and completely
	4 Polish applied in correct sequence no polish on skin or cuticle	3 Polish applied in correct sequence small amount on skin or cuticle	2 Polish applied in correct sequence large amount on kin or cuticle	1 Polish applied incorrectly and polish on skin and/or cuticle

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

NAME _____ SCORE _____

OBJECTIVE 1

Match supplies, equipment, and implements associated with pedicuring to their correct functions. Write the correct letters in the blanks.

___ 1. Cosmetic used to soften and remove polish from the nails

___ 2. For cosmetologist to sit on or on which to rest client's foot

___ 3. Two are needed, one contains disinfectant, one contains soapy water

___ 4. Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle

___ 5. Trims excess cuticle from around nail

___ 6. A small cutting implement with two cutting edges used to remove the free edge of the nail

___ 7. Implement used to remove excess length from the nail and to shape the nail

___ 8. Cosmetic used to soften the skin around the nail

___ 9. Replaces natural oils lost from the skin and keeps skin soft

___ 10. Cream applied to the cuticle around the nail to soften and lubricate the cuticle

a. Lotion
b. Emery board
c. Cuticle nippers
d. Polish remover
e. Orangewood sticks
f. Cuticle cream
g. Toenail clippers
h. Foot bath
i. Low stool
j. Cuticle solvent
k. Nail brush
l. Metal pusher
m. Tweezers
n. Cuticle scissors

OBJECTIVE 2

Identify equipment and implements used in pedicuring. Place the number in the blank next to its correct name.

_____a. Nail file

_____b. Metal pusher

_____c. Finger bowl

_____d. Emery board

_____e. Cuticle scissors

_____f. Hot oil heater

_____g. Cuticle nippers

_____h. Nail buffer

_____i. Tweezers

_____j. Plastic container for foot-bath

_____k. Nail brush

_____l. Sterilizer container

_____m. Toenail clippers

_____n. Orangewood stick

1.

2.

3.

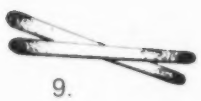
4.

5.

6.

7.

8.


9.

10.

11.

12.

13.

14.

OBJECTIVE 3

Match terms associated with the muscles of the leg and foot to their correct functions. Write the correct letters in the blanks.

____ 1. Bends the foot down and out

____ 2. Flexes the foot and leg

____ 3. Extends and rotates the foot

____ 4. Elevates and flexes the foot up and inward

____ 5. Turns the foot down and out

a. Tibialis anterior

b. Extensor digitorum longus

c. Peroneus longus

d. Peroneus brevis

e. Soleus

f. Gastrocnemius

OBJECTIVE 4

Match terms associated with the nerves of the leg and foot to their correct functions. Write the correct letters in the blanks.

____ 1. Supplies the inside of leg and foot

____ 2. Supplies the top of the foot and is the principal nerve of the foot

____ 3. Affects peroneal muscles, skin of foot and toes

____ 4. Supplies the knee, muscles of the calf, the skin of the leg, heel, sole of the foot, and toes

a. Tibial

b. Common peroneal

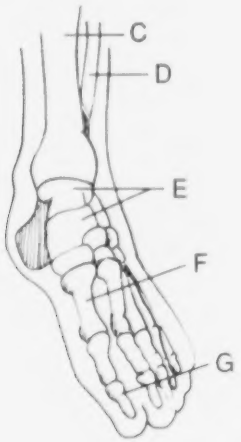
c. Saphenous

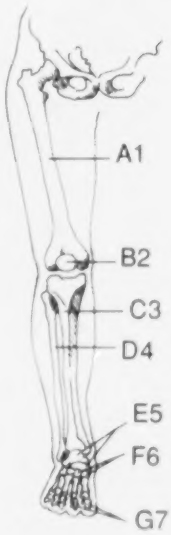
d. Cutaneous sural

e. Cutaneous dorsal

OBJECTIVE 5

Label the bones of the leg and foot. Write the correct names in the blanks provided.

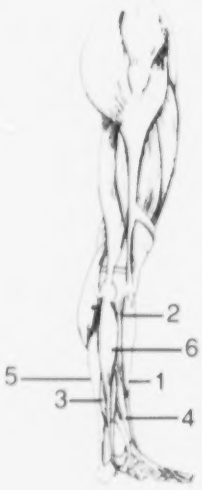




1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

OBJECTIVE 6

Label the muscles of the leg and foot. Write the correct names in the blanks provided.



1. _____

2. _____

3. _____

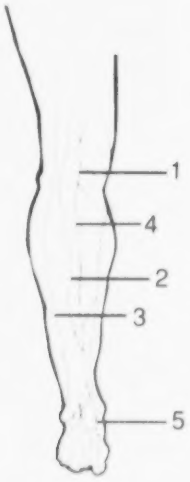
4. _____

5. _____

6. _____

OBJECTIVE 7

Label the nerves of the leg and foot. Write the correct names in the blanks provided.



1. _____
2. _____
3. _____
4. _____
5. _____

NOTICE

The following Job Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8

Demonstrate the ability to

a. Prepare the pedicure work area. RATING_____

b. Prepare the client. RATING_____

c. Perform a pedicure. RATING_____

d. Perform leg and foot massage. RATING_____

e. Perform a polish change. RATING_____

OBJECTIVE 1

1. d
2. i
3. h
4. e
5. c
6. g
7. b
8. j
9. a
10. f

OBJECTIVE 2

a. 10
b. 8
c. 12
d. 9
e. 6
f. 13
g. 11
h. 2
i. 7
j. 14
k. 5
l. 3
m. 4
n. 1

OBJECTIVE 3

1. d
2. f
3. e
4. a
5. c

OBJECTIVE 4

1. c
2. e
3. b
4. a

OBJECTIVE 5

1. Femur
2. Patella
3. Tibia
4. Fibula
5. Tarsals
6. Metatarsals
7. Phalanges

OBJECTIVE 6

1. Tibialis anterior
2. Extensor digitorum longus
3. Peroneus longus
4. Peroneus brevis
5. Soleus
6. Gastrocnemius

OBJECTIVE 7

1. Tibial
2. Common peroneal
3. Saphenous
4. Cutaneous sural
5. Cutaneous dorsal

OBJECTIVE 8

Refer to Practical Tests for Job Sheets 1 through 5.